DOCUMENT RESUME

ED 289 740 SE 048 825

AUTHOR Grandy, Jerilee
TITLE Trends in the Selection of Science, Mathematics, or Engineering as Major Fields of Study among Top-Scoring SAT Takers. Research Report.
INSTITUTION Educational Testing Service, Princeton, N.J.
SPONS AGENCY National Science Foundation, Washington, D.C.
REPORT NO ETS-RR-87-39
PUB DATE Oct 87
NOTE 254p.
PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110)

EDRS PRICE MF01/PC11 Plus Postage.
DESCRIPTORS *Academic Achievement; *College Entrance Examinations; College Mathematics; College Science; Engineering Education; Higher Education; High Schools; *Majors (Students); Mathematics Education; *National Surveys; Science Education; *Secondary School Mathematics; *Secondary School Science; Sex Differences; Standardized Tests; Undergraduate Study
IDENTIFIERS *Scholastic Aptitude Test

ABSTRACT

This document reports on a study which explored the major field preferences of top-scoring Scholastic Aptitude Test (SAT) examinees over the past decade, focusing especially on the numbers choosing to major in mathematics, science, and engineering. The major findings included: (1) the proportion of top-scoring examinees planning to major in mathematics, science, and engineering is greater than the proportion of the rest of the examinee population planning to major in any of those fields; (2) the proportion of top-scoring examinees planning to major in mathematics, science, and engineering increased until 1982 and then declined slightly; (3) there is a considerable difference in the major field selections of males and females; (4) the percentage of top-scoring females planning to major in mathematics, science, and engineering rose until 1982 and then declined, following much the same pattern as the trend for males; (5) there has been an increase in the proportions of top-scoring examinees planning to study different fields within mathematics, science, and engineering; and (6) over the past decade, there has been a clear increase in the number of top-scoring examinees planning to study engineering and business. (TW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED289740

RR-87-39

RESEARCH REPORT

TRENDS IN THE SELECTION OF SCIENCE, MATHEMATICS, OR ENGINEERING AS MAJOR FIELDS OF STUDY AMONG TOP-SCORING SAT TAKERS

Jerilee Grandy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

ETS

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SE 048 825

BEST COPY AVAILABLE

Educational Testing Service
Princeton, New Jersey
October 1987

Trends in the Selection of Science, Mathematics, or Engineering as Major Fields of Study among Top-Scoring SAT Takers

Jerilee Grandy
Educational Testing Service

The research reported herein was funded by the National Science Foundation. Points of view or opinions stated do not necessarily represent official opinions or policies of the National Science Foundation.

Copyright © 1987 by Educational Testing Service

CONTENTS

	Page
ABSTRACT	1
BACKGROUND	2
PURPOSE	2
METHOD	3
Definition of top-scoring examinees	3
Major field definitions	4
Analysis	8
RESULTS	8
Test scores at the 90th percentile	8
Major field selections of top-scoring examinees in 1986	9
Ten-year trends in the major field selections of top-scoring examinees	11
Differences by gender and race in the major field selections of top-scoring examinees	17
CONCLUSIONS	22
REFERENCES	25
TABLES	26
APPENDICES A - D	

ABSTRACT

The study explored the major field preferences of top-scoring SAT examinees over the past decade, focussing especially on the numbers choosing to major in math, science, and engineering. The major findings were the following:

1. The proportion of top-scoring examinees planning to major in math, science, and engineering is greater than the proportion of the rest of the examinee population planning to major in any of those fields.

2. The proportion of top-scoring examinees planning to major in math, science, and engineering increased until 1982 and then declined slightly. The decline reflects an overall decline in interest in mathematics and the physical sciences. Engineering seems to have leveled off after 1982, but it is not clear how the trend will continue.

3. There is a considerable difference in the major field selections of males and females. In 1986, 55 percent of the top-scoring males and only 34 percent of the top-scoring females selected a major within math, science, and engineering. Only about 15 percent of the white females having the highest mathematical aptitude (scoring above the 90th percentile on Math) plan to major in a highly quantitative field, namely, mathematics, physical sciences, or engineering.

4. The percentage of top-scoring females planning to major in math, science, and engineering rose until 1982 and then declined, following much the same pattern as the trend for males.

5. There has been a shift in the proportions of top-scoring examinees planning to study different fields within math, science, and engineering. Over the past decade, the proportion planning to study engineering has risen from 33 percent to 47 percent.

6. Over the past decade, there has been a clear increase in the number of top-scoring examinees planning to study engineering and business, and there have been declines particularly in the more quantitative sciences and in the health fields other than pre-medicine. Business has proved to attract more white females and blacks of both sexes than white males.

BACKGROUND

Each year approximately one million high school seniors take the Scholastic Aptitude Test (SAT). While not all of these students go to college and not all college students have taken the SAT as high school seniors, there is sufficient overlap between SAT examinees and the college-going population to warrant serious study of those who do take the SAT.

One advantage to studying the population of SAT examinees is that about 90 percent complete a background questionnaire entitled the Student Descriptive Questionnaire (SDQ) in which they specify the major field they intend to study. This information enables researchers to follow trends in major field selection as well as in many other variables.

While there is no guarantee that examinees will actually major in the fields they specify, the choices they make when they take the SAT provide an indication of their interests at that time and reflect the decisions they have made thus far regarding their educational futures.

PURPOSE

The purpose of this project was to determine how the highest scoring SAT examinees have changed in their major field choices over the past decade, and in particular, how the number selecting math, science, and engineering may have changed.

The analyses addressed seven specific questions:

1. How do top-scoring examinees compare with all other examinees in terms of the percentage planning to major in math, science, and engineering?

2. Has the proportion of top-scoring examinees selecting math, science, and engineering risen or fallen during the past decade?

3. How do top-scoring females compare with top-scoring males in terms of the percentage planning to major in math, science, and engineering?

4. Over the last decade, has there been any change in the percentage of top-scoring females planning to major in math, science, and engineering?

5. Among the top-scoring examinees intending to major in a science, has there been in shift in the proportions planning to study specific sciences?

6. What major field areas are attracting increasing numbers of top-scoring examinees? What fields are attracting fewer top-scoring examinees?

7. Are the trends in major field selection of top-scoring examinees different for males and females or for whites and blacks?

METHOD

Definition of top-scoring examinees

For the purposes of this study, we defined top-scoring verbal examinees and top-scoring math examinees as those scoring among the top 10 percent on each part of the SAT within their race-by-sex group. According to this definition, the cutting score above which an examinee was included varied by year, race, sex, and whether the score referred to the Verbal or the Math test. For example, of all white females taking the SAT in 1986, 10 percent obtained a score greater than 581 on the Verbal test, and 10 percent scored above 615 on the Math test. These two groups of students, some of whom are the same students, are defined as top-scoring. The cutting score for top-scoring black males, on the other hand, is different. The top 10 percent of black males scored above 497 on Verbal and 549 on

Math that year. For this study, the black males who are defined as top-scoring in Math in 1986 are all of those who scored above 549 in Math.

These definitions of top-scoring were used for two reasons. First, white males consistently score higher on the average than the other three groups (white females, black males, and black females); they score considerably higher than the blacks. If the cutting score were defined for all examinees, it would exclude most of the blacks. In Math, it would exclude many of the females as well.

The second reason was that when we inquire about the major field selections of top-scoring black females, we are generally speaking of those black females who score high compared with other black females, not with white males or some other group. Thus it is useful to study examinees who score highest relative to others who are similar to themselves in some meaningful way.

One limitation inherent in these definitions is that because the standard of "top-scoring" varies with the group being analyzed, some conclusions that we draw may be different than they would have been if "top-scoring" had been defined in terms of a single cutoff score applied to all groups.

Only the two largest racial groups--whites and blacks--were analyzed because the other groups were too small in number to produce stable statistics. Statistics on "other" examinees are reported in the tables simply for completeness; they do not constitute a meaningful analysis group.

Analyses were conducted on the data from all high school seniors who took the SAT from 1975 to 1986, excluding 1976. Statistics for top-scoring examinees were compared with the same statistics for the remainder of the SAT population. Because of limitations in the 1975 data, discussed further below, we have described only the data from 1977 to 1986.

Major Field Definitions

When examinees register to take the SAT, 90 percent of them fill out the SDQ which asks, among other things, in what field they intend to major. In 1976 and again in 1986, the College Board revised the SDQ and changed many of the major fields. An unsuccessful attempt in 1976 to translate the major field codes so that those prior to that year would be comparable to those in subsequent years resulted in the major field codes for 1976 being deleted from the files. By 1977, a reasonable translation was made, but it is still clear that between 1975 and 1977, the definitions of many major fields changed enough to make trend analyses based on those fields meaningless. In 1986, the College Board again revised the major fields, adding many new ones and rewording old ones. Appendices A and B show the two versions of the SDQ, one for 1977 to 1985, and the other for 1986. The major field codes are listed at the end of each SDQ. A major task in this project was to make the two versions of major field categories comparable and to map them on to the fields recognized by the National Science Foundation (NSF).

The major fields defining math, science, and engineering for this study were consistent with those published by NSF (1983) in their Survey of Graduate Science and Engineering Students and Postdoctorates. The analyses broke down math, science, and engineering into ten different fields, with some of these being further divided into more detailed subfields as follows:

1. Mathematics and Statistics
2. Computer Science

3. Physical Sciences

    a. Astronomy
    b. Chemistry
    c. Physics

4. Architecture and Environmental Engineering

5. Engineering

    a. Aerospace Engineering
    b. Electrical Engineering
    c. Chemical Engineering
    d. Mechanical Engineering
    e. Civil Engineering
    f. Other Engineering

6. Life Sciences

    a. Agriculture
    b. Biological Sciences

7. Earth and Environmental Sciences

8. Psychology

    a. Child Psychology
    b. General Psychology
    c. Social Psychology

9. Social Sciences

    a. Economics
    b. International Relations
    c. Law Enforcement
    d. Political Science
    e. Sociology
    f. Other Social Sciences

10. Interdisciplinary and Other Sciences

The non-science categories consisted generally of major fields attracting more than 3,000 examinees. Very small fields, such as philosophy, were grouped with similar small fields composing larger categories, such as "humanities." This study used the following non-science categories:

1. Pre-medicine
2. Other health fields
3. Prelaw
4. Humanities
5. History and culture
6. Foreign languages
7. Studio and performing arts
8. Communications
9. Business
10. Education
11. Vocational Fields
12. Other/missing/undecided

The reader may wish to combine the data for foreign languages with humanities and possibly the data from history and culture as well. It was not practical to break down each category into all of its constituents, even though the results might have been of interest to specialists in those areas.

The last category contained primarily those who did not respond to the question on major field preference and those who marked "undecided" or "other." There were a minute number of "other" major fields not included in the first eleven categories.

Appendix C defines the correspondence between major fields listed in the SDQ and the major field categories as they appear in the tables for math, science, and engineering. Appendix D shows the correspondence for non-science major fields.

The reader should note the following limitations in the data:

1. Data were not available for 1976.

2. Data for 1975 were not always comparable to subsequent data because of difficulties in translating major field categories.

3. Data for 1986 were not always comparable to previous data because of redefinitions of major field categories.

4. The designation "other students" refers to all students who either omitted the questions on sex or race, or those who were not white or black.

Analysis

The first step of the analysis was to establish the cutting score on each test (Verbal and Math) defining the top 10 percent of each race-by-sex group for each year.

The main analyses then consisted of computing for each year the numbers and percentages of the top-scoring examinees within each group who planned to major in math, science, and engineering as well as other commonly selected fields of study.

RESULTS

The results of all analyses are included in the Tables section of this report. The major findings, which are discussed below, are generally in terms of percentages rather than numbers of students. Both the numbers and the percentages appear in the tables.

Test scores at the 90th percentile

Table 1 shows the cutting scores defining the top-scoring examinees. For each race-by-sex subgroup, and for each year, the table shows the 90th percentile score, i.e., the score below which 90 percent of the SAT population lie. For example, in 1986, 90 percent of the white males scored below 593 on the SAT Verbal test. Among all SAT takers in 1985, the top 10 percent scored above 637 on the SAT Math test; by 1986, the top 10 percent scored over 642. In 1978, the top 10 percent of black females scored above 470; by 1985, the top 10 percent scored above 497.

Trends in the 90th percentile cutoffs look encouraging for the population as a whole and for each of the race-by-sex subgroups. The cutoff for the top 10 percent in SAT Math rose from 623 to 642 in just the last five

years. In fact, it rose 9 points for white males in just this last year. This would suggest that the math skills of the highest scoring SAT takers have been improving noticeably. The increase for blacks is also especially impressive. Since 1979, when scores were at their lowest, the 90th percentile Math scores for blacks have increased 27 points for both sexes. There has also been an increase in the SAT Verbal scores of top-scoring students, but it has not been as large as the increase in Math scores.

What is not so encouraging is that there is still a large difference between the sexes in the 90th percentile score. In 1986, while 10 percent of the white males scored over 672 in Math, 10 percent of the white females scored above only 615. Furthermore, the gap between the sexes does not appear to be narrowing. While there is some fluctuation from year to year, the differences in the 90th percentile cutoffs between males and females has remained at about 55 to 60 points. The top-scoring females do not appear to be catching up with the top-scoring males.

Major field selections of top-scoring examinees in 1986

Compared with all other examinees, those who score above the 90th percentile on Math are more likely to choose a major field in math, science, and engineering. In 1986, 44 percent of the top-scoring examinees in Math, compared with 34 percent of all other examinees, planned to major in math, science, and engineering (Tables 5-F and 13-F). The figure below shows the most popular major field selections of top-scoring examinees compared with all others.

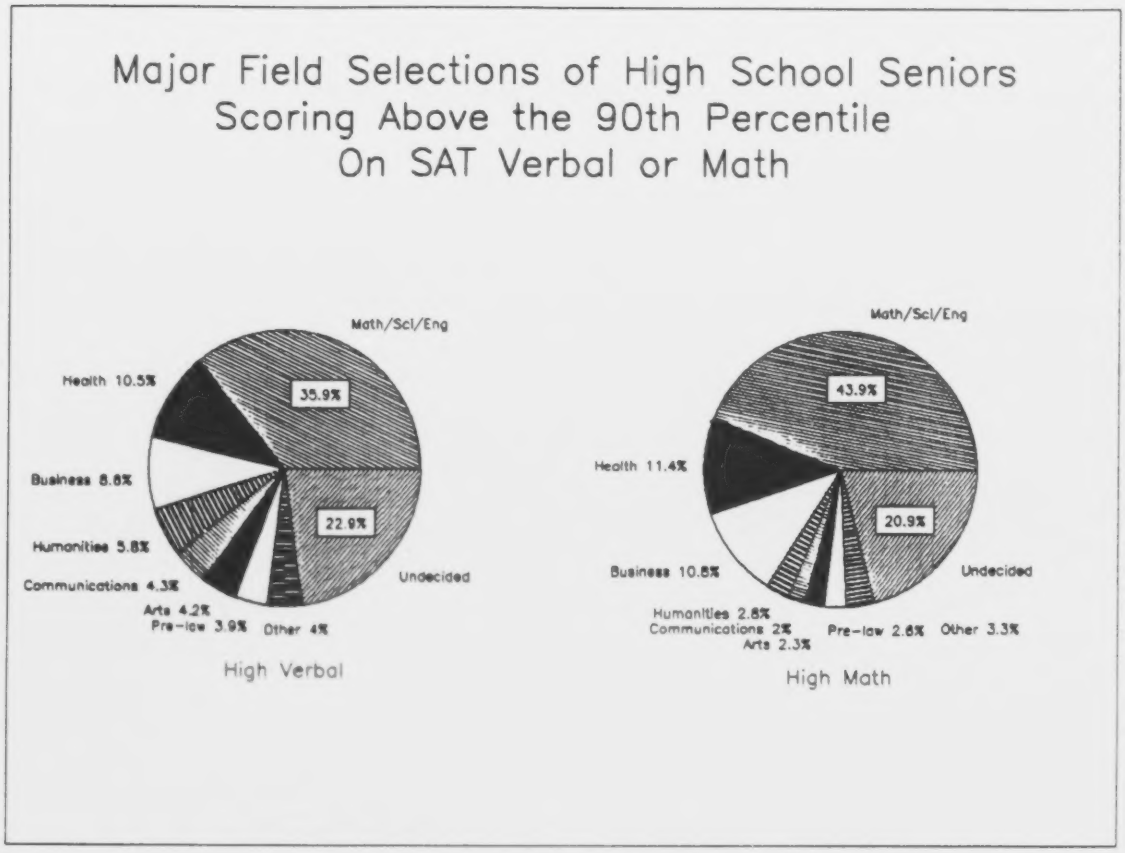

Figure 1

It is also worth noting that 36 percent of the top-scoring examinees on the Verbal test plan to study math, science, and engineering, compared with 33 percent of the lower scoring examinees (Tables 3-F and 11-F). Thus, not only are the highly quantitative students more likely to choose math, science, and engineering, but there is also a tendency for the more highly verbal students to choose these fields. This is not surprising if we consider that examinees who score well on one half of the test generally score well on the other half as well. The correlation between Math and Verbal scores is generally about 0.75. We might expect also that many of

the science areas require as much, if not more, verbal than mathematical ability. The social sciences and psychology, for example, need not be highly quantitative. But our data suggest that a disproportionately high percentage of students scoring above the 90th percentile on the Verbal test plan to major in mathematics, physical sciences, engineering, and life sciences, as well as the social sciences. In fact, psychology tends to attract a slightly lower proportion of students from the top 10 percent. In general, therefore, nearly all math, science, and engineering fields attract a greater proportion of top-scoring students, both on the Verbal and Math tests, than they attract lower scoring students.

Ten-year trends in the major field selections of top-scoring examinees

To examine trends in the major field selections of top-scoring examinees, we computed for each year the percentage of all top-scoring students (or students in a specific race-by-sex group) who selected each major field, and then we observed the trend in that percentage. Changes in that percentage were generally small from year to year, as we might expect.

What is worthy of notice, however, is the major field category entitled "other/missing/undecided." We discovered in this study that among top-scoring examinees, the number of examinees choosing not to select a major field, either by omitting the item or by marking "other" or "undecided," varied markedly from year to year and showed no apparent pattern. In the SAT population as a whole, this number is much more stable. It generally ranges from 18 to 20 percent (Grandy, 1987, Table 19-A). Each year, about 10 percent do not respond to the item at all; another 5 percent mark that they are "undecided" about their major field, and another 1 percent mark "other," referring to some major field apparently not included in the list. The other 2 to 4 percent mark a field that we did not classify, generally

military science or home economics.

Among the top-scoring examinees, however, the percentage who did not specify a major field ranged from less than 12 percent to over 23 percent. It showed no apparent trend over the decade, nor was it consistent across sexes or races. When we recomputed the trends using as a baseline only those examinees who indicated a major field preference, the "trends" became erratic. We therefore have reported percentages using the total of all examinees, rather than the total of all respondents, as a baseline.

If we look first at the examinees who scored among the top 10 percent on the SAT Math test, we see that between 1977 and 1982 (except for a slight dip in 1980) there was an increase in the percentage planning to major in math, science, and engineering (Table 5-F). In 1982, half of the students scoring above the 90th percentile planned to major in a science or engineering field. By 1986, the proportion selecting math, science, and engineering had dropped to 44 percent.

Not all areas of math, science, and engineering showed this same trend. In fact, there is such variation in the trend lines that it is difficult to see any pattern. In some areas percentages increased or remained about the same. The number of top-scoring students interested in engineering rose quite steeply until 1982 then dropped only slightly before rising again in 1986. Architecture, the life sciences, psychology, and the social sciences show no clear trend. The recent declines can be attributed primarily to computer science, mathematics, and the physical sciences. The physical sciences and mathematics appear to show a gradual decline in numbers over the whole decade. The large recent decline was in the field of computer science, which rose to a peak in 1983, when 10 percent of the top-scoring examinees selected it as a major. Within three years, it had

dropped to 4 percent.

Among those examinees scoring below the 90th percentile, the trend for all of math, science, and engineering combined was similar to the one for top-scoring examinees, but with a lower proportion selecting one of these fields. From 1977 to 1983, the percentage rose from 31 to 39, then dropped to 34 percent in 1986.

Figure 2 shows trends in the selection of math, science, and engineering among top-scoring examinees compared with all other examinees.

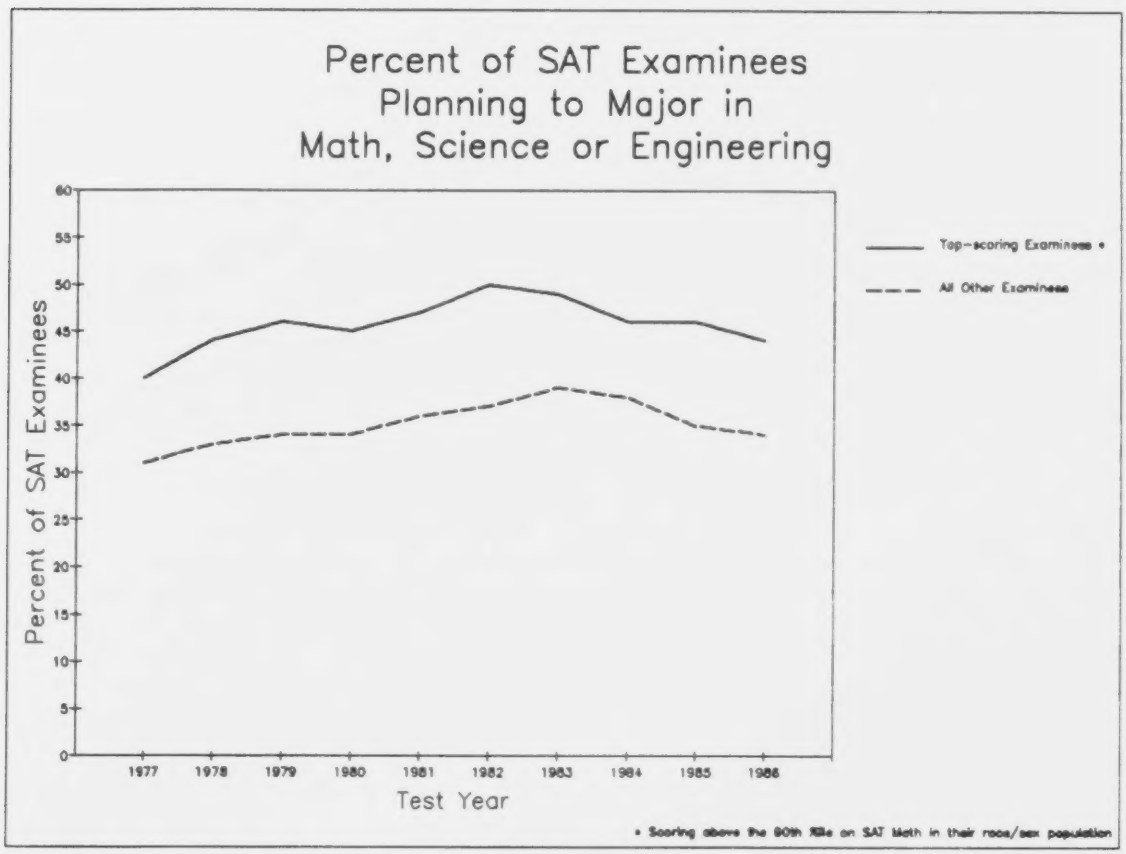

Figure 2

It is clear from this graph that in the past three or four years, students seem to have turned away from the sciences--even the top-scoring Math students. But if they are leaving the sciences, which ones are they leaving, what other fields are attracting them?

Figure 3 shows trends in some major field selections of top-scoring examinees.

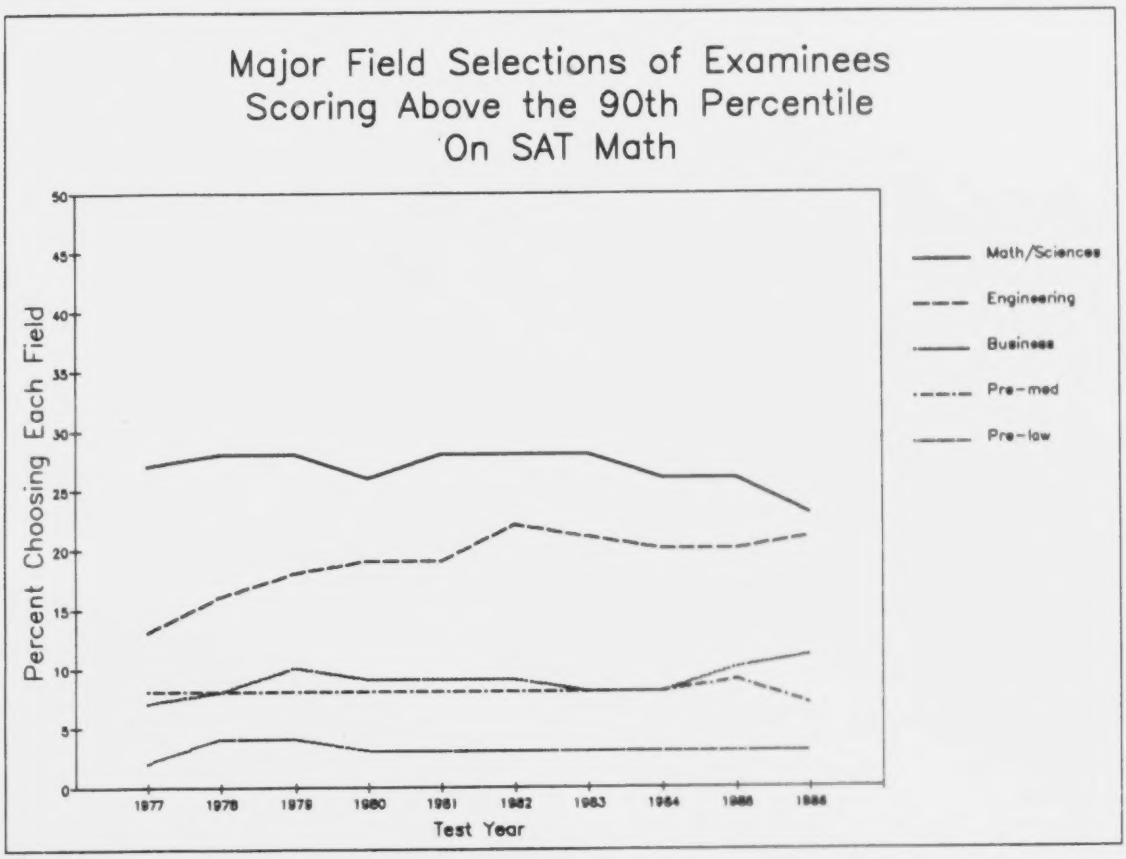

Figure 3

The fields graphed are those that attract the greatest numbers of test takers. It is possible that some of the decline in the sciences can be explained by the rise in engineering, especially from 1977 to 1982. In fact, this explains the rise in math, science, and engineering seen in

Figure 2 between those dates. The increase was actually in engineering, not science or mathematics. After 1982, mathematics and science continued to decline and engineering more or less leveled off.

The largest non-science areas are pre-medicine, pre-law, and business. Interest in pre-law among top-scoring students has remained unchanged since 1980. Pre-medicine showed a decrease in the last year, but was fairly steady prior to 1986. Neither of these fields appears to be attracting a noticeable number of students away from the sciences.

Interest in business rose from 1977 to 1979 then declined until 1984 when it rose from 8.3 percent to 10.8 percent of all top-scoring students. Still, this increase only covers a two-year period and cannot explain a decade of decline in mathematics and the sciences. In fact, the increased popularity of business as a major field appears to be among the lower scoring examinees. Between 1977 and 1986, the percentage of those examinees scoring below the 90th percentile in Math who selected business as a major increased from 10.0 to 16.8 percent (Table 17-F). Thus it does not appear to be the highest scoring examinees who are primarily attracted to business.

Because each area of math, science, and engineering seems to follow a somewhat different trend, it is useful to simplify the trend lines by looking at only their beginning and end points, ten years apart, and examining the overall change in the percentage of top-scoring examinees selecting those fields. The following table shows the change--either a rise or a decline--in the percent choosing each field studied.

Changes in the major field selections
of top-scoring examinees in SAT Math from 1977 to 1986

	Percentage decline	change rise
math/statistics	-2.07	
computer science		+1.49
physical sciences	- .32	
architecture/env. eng.	- .27	
engineering		+7.04
life sciences	- .86	
earth/environ. sciences	- .51	
psychology		+ .28
social sciences	- .16	
interdisciplinary/other sci.	-1.07	
pre-med	- .44	
other health	-3.10	
pre-law		+ .35
humanities (excluding languages)	- .09	
foreign languages	- .04	
history & culture	- .18	
arts	- .73	
communications		+ .47
business		+4.20
education	- .55	
vocational fields	- .81	
undecided	-2.61	

From this table we see that over the decade as a whole, there was a considerable increase in the number of top-scoring examinees selecting engineering. There was also an overall increase in computer sciences, even though the number declined towards the end of the decade. Psychology rose very slightly. All of the other sciences showed declines in their selection, especially mathematics and statistics.

Among the non-sciences, only business showed a large increase in its popularity. Pre-law and communications rose very slightly. Interest in other health fields (besides pre-medicine) also declined noticeably, as did the number who were undecided about their major field.

What this table shows is that over the decade as a whole, there was a shift in interest among top-scoring examinees from mathematics, most of the

sciences, and the health fields towards both engineering and business. But it does not explain the change we observe in the engineering trend after 1982. Prior to that time it increased; then it seemed to level off. However, anything extrapolated from the last four years of data would be highly speculative. The time period is not long enough and the data not regular enough to provide any indication of which direction engineering is going.

Differences by gender and race in the major field selections of top-scoring examinees

In 1986, there was a considerable difference in the percentages of top-scoring males and females planning to major in math, science, and engineering. Figure 4 illustrates those differences.

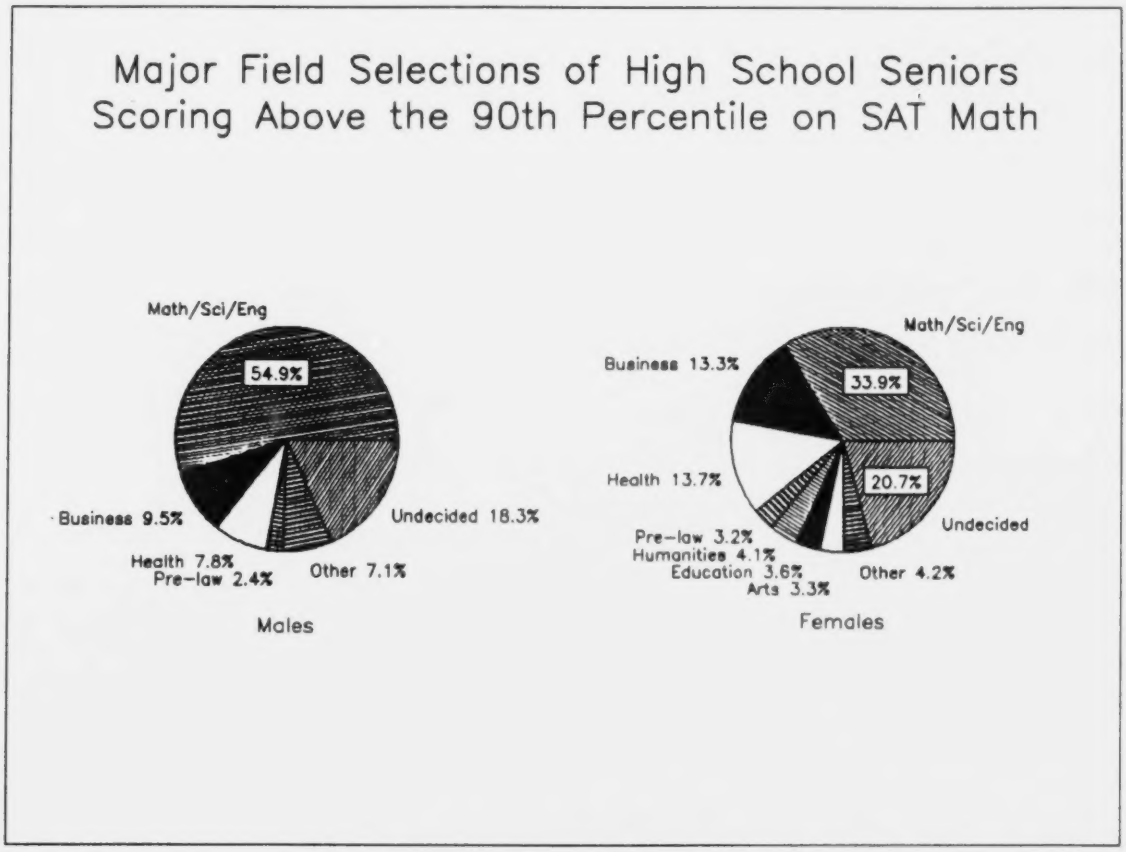

Figure 4

We see from this chart that even among those females showing the highest mathematical ability, only a third plan to major in math, science, and engineering compared with over half of the males. The greatest difference is actually in engineering rather than math or science. In 1986, 30.4 percent of the top-scoring white males planned to major in engineering compared with only 9.7 percent of the top-scoring white women. The difference was similar for top-scoring blacks, with 32.3 percent of the males and 12.7 percent of the females planning to study engineering.

The trend in engineering observed earlier, whereby the percentage increased until 1982 and then leveled off, appears to hold for whites of both sexes, but not for blacks. The percentage of top-scoring black males planning to study engineering rose from 20.8 percent in 1977 to 32.3 percent in 1986. For black females, it was 7.3 percent in 1977, peaked in 1983 at 13.2 percent, and then dropped to 12.7 percent by 1986.

The social sciences, psychology, earth and environmental sciences, and life sciences have consistently attracted more females than males. Interest in psychology seemed to be declining until very recently; in 1985 it increased for all four race-by-sex groups. Social sciences followed a similar pattern except for black females who did show an increase in 1985.

The percentage of top-scoring white males who have chosen mathematics has declined from 5.8 to 3.1 percent over the past decade. White females declined from 5.0 to 3.1, and now choose math as a major field in equal numbers with the males. Mathematics is not a popular choice among top-scoring blacks of either sex. Between 1 and 2 percent of each sex selects mathematics as a major each year.

While there has been a small decline in the choice of physical sciences among top-scoring males, for females the figure has remained fairly

constant at about 1.7 percent of whites and less than 1 percent of blacks.

The rapid rise and fall of interest in computer science is reflected in all four groups. White females showed somewhat less interest in computer science than the other groups.

When we look at the totals for each group, we find that top-scoring white males were the most likely to choose math, science, and engineering. In 1982, 62 percent of the white males chose a major in one of these areas, but in the next four years, the figure dropped to 55 percent. Black males were second most likely to select math, science, and engineering; their interest peaked in 1984, with 55 percent choosing one of these majors. They had dropped to 50 percent by 1986. Among white females, interest in math, science, and engineering rose until 1982 when 41 percent chose a major in one of these areas; the percentage then dropped to 34 by 1986. Black females showed the least interest in math, science, and engineering. They dropped from a maximum of 36 percent in 1983 to 31 percent by 1986.

It seems unfortunate that so many females with high mathematical ability are not choosing to major in quantitative sciences. When we look at the other major fields lying outside of math, science, and engineering, we find that an increasing percentage of women and blacks are planning to major in business. The increase is far greater than it is for white males, and it therefore appears more pronounced than it did when we analyzed it for the population of all top-scoring examinees combined. This abbreviated table shows the increase in percentages planning to study business over the past decade:

Percentage of examinees scoring above the 90th percentile in Math within their race-by-sex group who are planning to major in business

	1977	1986
White males	6.9	9.2
White females	6.7	13.2
Black males	6.6	13.2
Black females	7.9	14.3

Clearly business is attracting high-scoring females and blacks away from other areas. Whether some of these students might have planned to major in math, science, and engineering if business had not been an appealing alternative cannot be known. It is interesting to note that a major in business has not become as attractive to white males as it has to the other groups. It is still important to keep in mind, however, that in these analyses the 90th percentile cutoff occurs at a higher score for white males than for others, and that of the very highest of the high-scoring females and minorities, a large percentage may be planning to major in a quantitative science. It appears unlikely, however, that as great a percentage of females as males plan to major in math, science, or engineering, even among the very highest scoring students.

None of the other non-science fields appears to be attracting increasing numbers of top-scoring examinees. Some of them, such as the health fields and vocational fields, are losing numbers quite rapidly. Most fields have remained relatively constant.

What we have seen by examining subgroup data is that a small percentage of the top-scoring females are choosing math, science, and engineering compared with top-scoring males. In 1986, less than one-tenth of the white females scoring above the 90th percentile in SAT Math planned to major in engineering, and only about 5 percent planned to study mathematics or a physical science. Among whites, the gender differences were typically

greater than they were among blacks. Except for the choice of mathematics as a major field, which is uncommon for blacks, the major field selections of black males and white males are very similar, and likewise, the selections of black females and white females. With respect to patterns in major field choices, differences between the sexes appear to be much greater than differences between the races.

CONCLUSIONS

This study explored the major field preferences of top-scoring SAT examinees over the past decade, focussing especially on the numbers choosing math, science, and engineering. It answered seven questions:

1. How do top-scoring examinees compare with all other examinees in terms of the percentage planning to major in math, science, and engineering?

The study found that among examinees scoring above the 90th percentile on the SAT Math test in 1986, 44 percent planned to major in math, science, and engineering compared with 34 percent of the rest of the examinee population. Over the past decade, this difference between top-scoring and other examinees has remained fairly constant.

2. Has the proportion of top-scoring examinees selecting math, science, and engineering risen or fallen during the past decade?

If we examine math, science, and engineering combined, we find that the proportion of top-scoring examinees selecting a major within one of these areas increased until 1982 and then began to decline. This pattern held for the rest of the SAT population as well.

3. How do top-scoring females compare with top-scoring males in terms of the percentage planning to major in math, science, and engineering?

There is a considerable difference between top-scoring males and females in the percentage selecting math, science, and engineering. In 1986, only 34 percent of the females selected a major in one of these fields, compared with 55 percent of the males.

4. Over the last decade, has there been any change in the percentage of top-scoring females planning to major in math, science, and engineering?

The percentage of females planning to major in math, science, and engineering has changed over the past decade in much the same way as it has changed for males. It increased until 1982 and then declined. For white females it reached a maximum of 41 percent in 1982 compared with only 32 percent in 1977. For black females the numbers peaked at 36 percent in 1983 compared with only 25 percent in 1977.

5. Among the top-scoring examinees intending to major in a science, has there been in shift in the proportions planning to study specific sciences?

There has been a definite difference in the trends for computer science, engineering, the social and behavioral sciences, and the more quantitative sciences. Trends in the selection of computer science as a major rose steeply until 1983 and then declined sharply. Engineering followed a somewhat similar pattern until 1982, but only declined slightly after that time, and it is not clear which direction it is now headed. Psychology and the social sciences remained about constant over the decade. Mathematics and the physical sciences slowly declined over the entire decade.

Because of the differences in the trends of specific sciences and engineering, there has been a shift in the proportions planning to study specific sciences. In 1977, 33 percent of the top-scoring examinees planning to major in math, science, and engineering planned to study engineering. By 1986, the proportion had risen to 47 percent.

6. What major field areas are attracting increasing numbers of top-scoring examinees? What fields are attracting fewer top-scoring examinees?

The fields attracting increasing numbers of top-scoring examinees vary somewhat by race and sex. The only non-science field showing a sizable increase in popularity was business. But the number of top-scoring white

males selecting business has only risen slightly, whereas the numbers of white females and blacks of both sexes have risen more noticeably. In 1977, only 7 or 8 percent of the top-scoring examinees, regardless of race or sex, planned to study business. By 1986, this figure had risen to 13 or 14 percent for blacks and for white females. Among high-scoring white males, however, it had risen to only 9 percent. Other fields showing large declines in selection by top-scoring students are the health fields excluding pre-medicine, which declined slightly.

Within math, science, and engineering, the numbers planning to study engineering have increased over the past decade, despite the apparent leveling off after 1982. Psychology also showed a slight increase, and it is not clear where computer science is headed. The other sciences have all decreased in popularity, especially mathematics and statistics.

7. Are the trends in major field selection of top-scoring examinees different for males and females or for whites and blacks?

Among the math, science, and engineering fields, blacks are less inclined than whites to select mathematics as a major. Otherwise, the selections of black males and white males arae very similar, and the selections of black females and white females are similar. The major field selections of top-scoring examinees show few differences between the races and rather large differences between the sexes, particularly in the choice of fields that are highly quantitative. Females are more likely to choose social sciences, life sciences, and psychology, whereas males are more likely to choose engineering.

REFERENCES

Grandy, J. (1987). "Ten-Year Trends in SAT Scores and Other Characteristics of High School Seniors Taking the SAT and Planning to Study Math, Science, and Engineering." Final report to the National Science Foundation, March, 1987. Princeton, NJ: Educational Testing Service.

National Science Foundation (1983). Academic Science/Engineering: Graduate Enrollment and Support, Fall 1983. Surveys of Science Resources Series, Detailed Statistical Tables. Washington, D. C.: National Science Foundation.

TABLES

The tables for this report are numbered sequentially according to the variable analyzed. For each table number there are six letters, A through F, corresponding to the group analyzed. The letters define the groups as follows:

A - White males	D - Black females
B - White females	E - "Other" examinees
C - Black males	F - All examinees

Table 1 presents the 90th percentile scores used to define top-scoring examinees. Tables 2 through 17 contain the following:

Top-scoring examinees planning to major in math, science, and engineering

2 - Number of top-scoring examinees on SAT Verbal
3 - Percent of top-scoring examinees on SAT Verbal
4 - Number of top-scoring examinees on SAT Math
5 - Percent of top-scoring examinees on SAT Math

Top-scoring examinees planning to major in non-science fields

6 - Number of top-scoring examinees on SAT Verbal
7 - Percent of top-scoring examinees on SAT Verbal
8 - Number of top-scoring examinees on SAT Math
9 - Percent of top-scoring examinees on SAT Math

Examinees scoring **below** the 90th percentile planning to major in math, science, and engineering

10 - Number of those below the 90th percentile on SAT Verbal
11 - Percent of those below the 90th percentile on SAT Verbal
12 - Number of those below the 90th percentile on SAT Math
13 - Percent of those below the 90th percentile on SAT Math

Examinees scoring **below** the 90th percentile planning to major in non-science fields

14 - Number of those below the 90th percentile on SAT Verbal
15 - Percent of those below the 90th percentile on SAT Verbal
16 - Number of those below the 90th percentile on SAT Math
17 - Percent of those below the 90th percentile on SAT Math

90TH PERCENTILE SCORE OF RACE/SEX GROUPS BY YEAR

SAT VERBAL

	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
WHITE MALES	590	585	587	587	581	583	584	582	590	592	593
WHITE FEMALES	580	582	580	579	575	573	576	573	573	579	581
BLACK MALES	485	482	477	474	476	481	487	486	489	491	497
BLACK FEMALES	468	465	462	458	461	460	472	470	467	474	482
OTHER STUDENTS	578	565	558	558	553	549	553	549	561	571	560
ALL STUDENTS	580	577	575	576	571	570	572	570	574	579	579

SAT MATH

	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
WHITE MALES	658	663	660	658	657	655	657	662	662	663	672
WHITE FEMALES	603	605	602	599	601	596	599	605	610	610	615
BLACK MALES	523	532	525	522	524	531	535	534	539	547	549
BLACK FEMALES	475	479	470	468	471	476	483	485	491	497	495
OTHER STUDENTS	630	625	621	626	626	625	627	634	642	645	650
ALL STUDENTS	626	628	626	628	625	623	625	632	635	637	642

NUMBER OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SAT-V

WHITE MALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	1483	1001	984	902	679	680	594	576	623	593	575
COMPUTER SCIENCE	689	855	1108	1405	1525	2028	2570	3011	3428	2505	1634
PHYSICAL SCIENCES	1262	1776	1939	1964	1851	1793	1680	1520	1627	1624	1600
ARCHITECTURE/ENVIR. ENG.	734	608	609	600	551	531	464	357	450	364	422
ENGINEERING	4717	5276	6108	6705	6496	7099	7693	7229	8205	6987	7281
LIFE SCIENCES	5030	1954	1958	1822	1546	1572	1543	1400	1593	1444	1538
EARTH & ENVIRONMENTAL SCI.	597	737	735	674	538	545	434	360	351	289	333
PSYCHOLOGY	910	625	651	601	538	523	531	501	552	545	597
SOCIAL SCIENCES	3233	2791	2404	2268	2112	2014	2077	2054	2286	2223	2559
INTERDISCIPL./OTHER SCIENCES	2166	894	970	916	730	669	575	511	517	439	329
TOTAL OF SCIENCE, MATH & ENGINEERING	20821	16517	17466	17857	16566	17454	18161	17519	19632	17013	16868

NUMBER OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SAT-V

WHITE FEMALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	919	702	755	663	590	571	590	545	628	714	463
COMPUTER SCIENCE	273	334	550	728	849	1105	1499	1610	1221	805	400
PHYSICAL SCIENCES	299	516	569	648	605	575	542	531	580	632	586
ARCHITECTURE/ENVIR. ENG.	312	268	338	351	325	300	275	235	243	275	265
ENGINEERING	714	1238	1539	1876	2065	2327	2689	2505	2326	2294	2007
LIFE SCIENCES	4628	2832	3057	2841	2578	2408	2432	2216	2382	2451	2331
EARTH & ENVIRONMENTAL SCI.	303	495	539	532	449	401	351	342	300	351	377
PSYCHOLOGY	1771	1525	1887	2033	1933	1738	1764	1639	1702	2107	1894
SOCIAL SCIENCES	2599	2769	2982	3020	2757	2418	2686	2341	2505	2940	2960
INTERDISCIPL./OTHER SCIENCES	612	330	397	448	347	325	332	285	300	289	197
TOTAL OF SCIENCE, MATH & ENGINEERING	12430	11009	12613	13140	12498	12168	13160	12249	12187	12859	11480

NUMBER OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV

BLACK MALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	40	23	19	23	14	25	15	20	11	19	22
COMPUTER SCIENCE	42	66	111	114	128	178	281	340	322	252	183
PHYSICAL SCIENCES	43	53	65	54	69	57	52	62	37	46	43
ARCHITECTURE/ENVIR. ENG.	66	28	65	60	69	61	59	45	42	40	43
ENGINEERING	261	415	684	651	792	686	753	727	748	635	744
LIFE SCIENCES	203	98	108	96	105	108	126	94	90	88	95
EARTH & ENVIRONMENTAL SCI.	24	25	31	34	30	18	18	14	10	12	9
PSYCHOLOGY	96	71	75	59	65	52	42	55	46	61	75
SOCIAL SCIENCES	140	142	142	146	149	132	124	128	119	117	157
INTERDISCIPL./OTHER SCIENCES	31	6	16	13	12	18	13	10	6	7	7
TOTAL OF SCIENCE, MATH & ENGINEERING	946	927	1316	1250	1433	1335	1483	1495	1431	1277	1378

NUMBER OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV

BLACK FEMALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	52	43	42	33	31	28	17	33	32	36	27
COMPUTER SCIENCE	36	61	103	106	148	206	269	388	324	205	130
PHYSICAL SCIENCES	17	27	43	39	42	29	37	39	40	48	31
ARCHITECTURE/ENVIR. ENG.	21	26	45	46	38	37	26	27	28	29	31
ENGINEERING	82	232	251	346	381	385	419	463	428	328	352
LIFE SCIENCES	315	175	155	181	169	178	165	181	203	186	196
EARTH & ENVIRONMENTAL SCI.	12	14	25	21	13	12	15	13	8	13	9
PSYCHOLOGY	292	270	302	324	272	265	221	220	241	246	279
SOCIAL SCIENCES	204	259	309	262	248	214	236	225	210	203	206
INTERDISCIPL./OTHER SCIENCES	21	9	10	4	12	13	5	13	9	9	12
TOTAL OF SCIENCE, MATH & ENGINEERING	1052	1116	1285	1362	1354	1367	1410	1602	1523	1304	1273

NUMBER OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV

OTHER STUDENTS

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	167	174	139	138	144	145	122	119	109	108	114
COMPUTER SCIENCE	58	117	167	249	302	447	550	764	545	401	373
PHYSICAL SCIENCES	158	264	292	303	305	306	289	317	242	262	319
ARCHITECTURE/ENVIR. ENG.	99	99	112	119	134	140	106	99	100	105	134
ENGINEERING	453	717	983	1182	1317	1538	1646	1800	1544	1393	1996
LIFE SCIENCES	797	548	638	575	560	606	601	643	625	592	794
EARTH & ENVIRONMENTAL SCI.	76	103	104	117	94	96	85	71	60	49	85
PSYCHOLOGY	220	235	258	275	271	282	265	295	214	246	279
SOCIAL SCIENCES	456	585	651	618	639	568	548	547	518	510	739
INTERDISCIPL./OTHER SCIENCES	205	143	146	165	131	139	112	120	98	78	77
TOTAL OF SCIENCE, MATH & ENGINEERING	2689	2985	3490	3741	3897	4267	4324	4775	4055	3744	4910

NUMBER OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV

ALL STUDENTS

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	2661	1943	1939	1759	1458	1449	1338	1293	1403	1473	1201
COMPUTER SCIENCE	1098	1433	2039	2602	2952	3964	5169	6113	5840	4170	2720
PHYSICAL SCIENCES	1779	2636	2908	3008	2872	2760	2600	2469	2526	2612	2579
ARCHITECTURE/ENVIR. ENG.	1232	1029	1169	1176	1117	1069	930	763	863	813	895
ENGINEERING	6227	7878	9565	10760	11051	12035	13200	12724	13251	11637	12380
LIFE SCIENCES	10973	5607	5916	5515	4958	4872	4867	4534	4893	4761	4954
EARTH & ENVIRONMENTAL SCI.	1012	1374	1434	1378	1124	1072	903	800	729	714	813
PSYCHOLOGY	3289	2726	3173	3292	3079	2860	2823	2710	2755	3205	3124
SOCIAL SCIENCES	6632	6546	6488	6314	5905	5346	5671	5295	5638	5993	6621
INTERDISCIPL./OTHER SCIENCES	3035	1382	1539	1546	1232	1164	1037	939	930	822	622
TOTAL OF SCIENCE, MATH & ENGINEERING	37938	32554	36170	37350	35748	36591	38538	37640	38828	36197	35909

PERCENT OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV

WHITE MALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	3.61	2.61	2.57	2.36	1.80	1.80	1.59	1.59	1.75	1.66	1.57
COMPUTER SCIENCE	1.68	2.23	2.89	3.68	4.05	5.38	6.88	8.30	9.64	7.02	4.46
PHYSICAL SCIENCES	3.07	4.63	5.06	5.14	4.91	4.75	4.50	4.19	4.58	4.55	4.37
ARCHITECTURE/ENVIR. ENG.	1.79	1.59	1.59	1.57	1.46	1.41	1.24	0.98	1.27	1.32	1.15
ENGINEERING	11.49	13.77	15.94	17.55	17.24	18.82	20.60	19.93	23.08	19.57	19.86
LIFE SCIENCES	12.26	5.10	5.11	4.77	4.10	4.17	4.13	3.86	4.48	4.05	4.20
EARTH & ENVIRONMENTAL SCI.	1.45	1.92	1.92	1.76	1.43	1.44	1.16	0.99	0.99	0.81	0.91
PSYCHOLOGY	2.22	1.63	1.70	1.57	1.43	1.39	1.42	1.38	1.55	1.53	1.63
SOCIAL SCIENCES	7.88	7.28	6.27	5.94	5.60	5.34	5.56	5.66	6.43	6.23	6.98
INTERDISCIPL./OTHER SCIENCES	5.23	2.33	2.53	2.40	1.94	1.77	1.54	1.41	1.45	1.23	0.90
TOTAL OF SCIENCE, MATH & ENGINEERING	50.73	43.09	45.58	46.74	43.96	46.27	48.63	48.30	55.23	47.66	46.02

PERCENT OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SAT-V

WHITE FEMALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	2.18	1.73	1.85	1.61	1.45	1.40	1.46	1.39	1.63	1.85	1.16
COMPUTER SCIENCE	0.65	0.82	1.35	1.77	2.08	2.70	3.71	4.11	3.16	2.09	1.01
PHYSICAL SCIENCES	0.71	1.27	1.39	1.58	1.49	1.41	1.34	1.36	1.50	1.64	1.47
ARCHITECTURE/ENVIR. ENG.	0.74	0.66	0.83	0.85	0.80	0.73	0.68	0.60	0.63	0.71	0.67
ENGINEERING	1.69	3.04	3.77	4.57	5.07	5.69	6.65	6.40	6.02	5.94	5.05
LIFE SCIENCES	10.96	6.96	7.48	6.92	6.33	5.88	6.02	5.66	6.17	6.35	5.86
EARTH & ENVIRONMENTAL SCI.	0.72	1.22	1.32	1.30	1.10	0.98	0.87	0.87	0.78	0.91	0.95
PSYCHOLOGY	4.20	3.75	4.62	4.95	4.75	4.25	4.37	4.19	4.41	5.46	4.76
SOCIAL SCIENCES	6.16	6.80	7.30	7.35	6.77	5.91	6.65	5.98	6.48	7.62	7.44
INTERDISCIPL./OTHER SCIENCES	1.45	0.81	0.97	1.09	0.85	0.79	0.82	0.73	0.78	0.75	0.50
TOTAL OF SCIENCE, MATH & ENGINEERING	29.45	27.05	30.88	32.00	30.68	29.74	32.57	31.28	31.55	33.32	28.87

PERCENT OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV

BLACK MALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	1.32	0.73	0.57	0.69	0.41	0.75	0.45	0.62	0.35	0.61	0.66
COMPUTER SCIENCE	1.38	2.09	3.36	3.41	3.77	5.32	8.47	10.59	10.17	8.06	5.46
PHYSICAL SCIENCES	1.41	1.68	1.97	1.61	2.03	1.70	1.57	1.93	1.17	1.47	1.28
ARCHITECTURE/ENVIR. ENG.	2.17	0.89	1.97	1.79	2.03	1.82	1.78	1.40	1.33	1.28	1.28
ENGINEERING	8.59	13.14	20.68	19.46	23.30	20.49	22.71	22.63	23.62	20.32	22.20
LIFE SCIENCES	6.68	3.10	3.27	2.87	3.09	3.23	3.80	2.93	2.84	2.82	2.83
EARTH & ENVIRONMENTAL SCI.	0.79	0.79	0.94	1.02	0.83	0.54	0.54	0.44	0.32	0.33	0.27
PSYCHOLOGY	3.16	2.25	2.27	1.76	1.91	1.55	1.27	1.71	1.45	1.95	2.24
SOCIAL SCIENCES	4.61	4.50	4.29	4.36	4.38	3.94	3.74	3.99	3.76	3.74	4.68
INTERDISCIPL./OTHER SCIENCES	1.02	0.19	0.48	0.39	0.35	0.54	0.39	0.31	0.19	0.22	0.21
TOTAL OF SCIENCE, MATH & ENGINEERING	31.13	29.35	39.79	37.36	42.16	39.87	44.72	46.54	45.18	40.86	41.11

PERCENT OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV

BLACK FEMALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	1.17	0.90	0.85	0.66	0.61	0.55	0.34	0.68	0.67	0.76	0.55
COMPUTER SCIENCE	0.81	1.27	2.08	2.12	2.90	4.08	5.45	8.03	6.78	4.34	2.64
PHYSICAL SCIENCES	0.38	0.56	0.87	0.78	0.82	0.57	0.75	0.81	0.84	1.01	0.63
ARCHITECTURE/ENVIR. ENG.	0.47	0.54	0.91	0.92	0.74	0.73	0.53	0.56	0.59	0.61	0.63
ENGINEERING	1.84	4.84	5.07	6.91	7.45	7.63	8.48	9.59	8.96	6.90	7.14
LIFE SCIENCES	7.08	3.65	3.13	3.62	3.31	3.53	3.34	3.75	4.25	3.91	3.98
EARTH & ENVIRONMENTAL SCI.	0.27	0.29	0.51	0.42	0.25	0.24	0.30	0.27	0.17	0.27	0.18
PSYCHOLOGY	6.56	5.64	6.10	6.47	5.32	5.25	4.47	4.56	5.05	5.18	5.66
SOCIAL SCIENCES	4.58	5.41	6.24	5.24	4.85	4.24	4.78	4.66	4.40	4.27	4.18
INTERDISCIPL./OTHER SCIENCES	0.47	0.19	0.20	0.08	0.23	0.26	0.10	0.27	0.19	0.19	0.24
TOTAL OF SCIENCE, MATH & ENGINEERING	23.63	23.30	25.97	27.22	26.49	27.07	28.54	33.17	31.88	27.45	25.83

PERCENT OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV

OTHER STUDENTS

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	1.75	1.59	1.21	1.20	1.19	1.18	0.96	0.93	0.76	0.69	0.74
COMPUTER SCIENCE	0.61	1.07	1.46	2.16	2.49	3.63	4.32	5.99	3.80	2.58	2.43
PHYSICAL SCIENCES	1.66	2.41	2.54	2.63	2.51	2.49	2.27	2.49	1.69	1.63	2.08
ARCHITECTURE/ENVIR. ENG.	1.04	0.90	0.98	1.03	1.10	1.14	0.83	0.78	0.70	0.67	0.87
ENGINEERING	4.76	6.54	8.57	10.28	10.85	12.50	12.92	14.12	10.77	8.95	12.99
LIFE SCIENCES	8.37	5.00	5.56	5.00	4.61	4.93	4.72	5.05	4.36	3.80	5.17
EARTH & ENVIRONMENTAL SCI.	0.80	0.94	0.91	1.02	0.77	0.78	0.67	0.56	0.42	0.31	0.55
PSYCHOLOGY	2.31	2.15	2.25	2.39	2.23	2.29	2.08	2.31	1.49	1.53	1.82
SOCIAL SCIENCES	4.79	5.34	5.67	5.37	5.26	4.62	4.30	4.29	3.61	3.28	4.81
INTERDISCIPL./OTHER SCIENCES	2.15	1.31	1.27	1.43	1.08	1.13	0.88	0.94	0.68	0.50	0.50
TOTAL OF SCIENCE, MATH & ENGINEERING	28.25	27.25	30.42	32.52	32.09	34.69	33.94	37.47	28.28	24.05	31.95

PERCENT OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV

ALL STUDENTS

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	2.65	1.98	1.96	1.77	1.47	1.46	1.36	1.34	1.45	1.50	1.20
COMPUTER SCIENCE	1.10	1.46	2.06	2.62	2.98	3.99	5.23	6.35	6.05	4.27	2.72
PHYSICAL SCIENCES	1.77	2.69	2.94	3.03	2.90	2.78	2.63	2.57	2.62	2.67	2.58
ARCHITECTURE/ENVIR. ENG.	1.23	1.05	1.18	1.19	1.13	1.08	0.94	0.79	0.89	0.83	0.89
ENGINEERING	6.21	8.04	9.67	10.85	11.15	12.12	13.37	13.22	13.74	11.91	12.37
LIFE SCIENCES	10.94	5.73	5.98	5.56	5.00	4.90	4.93	4.71	5.07	4.87	4.95
EARTH & ENVIRONMENTAL SCI.	1.01	1.40	1.45	1.39	1.13	1.08	0.91	0.83	0.76	0.73	0.81
PSYCHOLOGY	3.28	2.78	3.21	3.32	3.11	2.88	2.86	2.82	2.86	3.28	3.12
SOCIAL SCIENCES	6.61	6.68	6.56	6.37	5.96	5.38	5.74	5.50	5.85	6.13	6.62
INTERDISCIPL./OTHER SCIENCES	3.03	1.41	1.56	1.56	1.24	1.17	1.05	0.98	0.96	0.84	0.62
TOTAL OF SCIENCE, MATH & ENGINEERING	37.84	33.24	36.58	37.68	36.08	36.83	39.03	39.12	40.26	37.04	35.88

NUMBER OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM

WHITE MALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	3302	2218	2250	1911	1596	1481	1299	1137	1249	1277	1151
COMPUTER SCIENCE	1139	1341	1866	2236	2584	3044	3785	4267	4001	3423	2231
PHYSICAL SCIENCES	1446	2027	2241	2091	2195	1849	1844	1575	1579	1687	1672
ARCHITECTURE/ENVIR. ENG.	1068	771	853	824	785	706	624	445	386	454	501
ENGINEERING	7475	8308	10255	10537	11029	11042	12100	10896	10451	10544	11142
LIFE SCIENCES	4768	1669	1738	1525	1347	1258	1230	1118	1120	1096	1260
EARTH & ENVIRONMENTAL SCI.	438	545	592	480	435	377	322	237	179	197	215
PSYCHOLOGY	501	362	393	357	293	288	278	251	237	284	301
SOCIAL SCIENCES	2091	1600	1445	1372	1306	1243	1151	1111	1086	1222	1433
INTERDISCIPL./OTHER SCIENCES	2601	1062	1188	1039	884	766	693	575	511	503	348
TOTAL OF SCIENCE, MATH & ENGINEERING	24829	19903	22821	22372	22454	22054	23326	21612	20799	20687	20254

NUMBER OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM

WHITE FEMALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	2654	2018	1920	1746	1528	1569	1498	1428	1570	1710	1252
COMPUTER SCIENCE	583	822	1020	1569	1677	2356	3102	3188	2234	1539	817
PHYSICAL SCIENCES	397	671	661	759	675	670	655	614	621	712	719
ARCHITECTURE/ENVIR. ENG.	436	448	472	552	501	499	495	375	347	435	434
ENGINEERING	1268	2170	2446	3174	3428	3938	4644	4421	3942	4060	3858
LIFE SCIENCES	4700	2923	2726	2755	2198	2322	2352	2072	2057	2293	2272
EARTH & ENVIRONMENTAL SCI.	282	444	414	448	342	351	309	302	211	246	343
PSYCHOLOGY	1386	1237	1266	1559	1311	1442	1463	1305	1300	1787	1636
SOCIAL SCIENCES	1758	1965	1734	2009	1723	1675	1792	1535	1538	1969	2064
INTERDISCIPL./OTHER SCIENCES	833	476	477	536	412	411	392	364	359	356	255
TOTAL OF SCIENCE, MATH & ENGINEERING	14297	13174	13136	15107	13795	15233	16702	15604	14179	15107	13650

NUMBER OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM

BLACK MALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	112	57	61	51	32	51	44	48	37	48	53
COMPUTER SCIENCE	58	95	144	152	150	241	300	356	416	304	227
PHYSICAL SCIENCES	38	58	66	53	68	56	48	55	41	56	45
ARCHITECTURE/ENVIR. ENG.	78	47	92	71	83	77	72	51	63	54	55
ENGINEERING	404	658	910	877	1053	961	1038	986	1011	965	1082
LIFE SCIENCES	185	67	87	89	75	89	89	85	81	75	85
EARTH & ENVIRONMENTAL SCI.	14	13	17	26	17	6	12	9	9	6	9
PSYCHOLOGY	62	41	43	40	28	23	25	29	19	32	51
SOCIAL SCIENCES	97	88	104	110	101	80	80	73	58	82	91
INTERDISCIPL./OTHER SCIENCES	42	7	18	18	12	21	15	10	5	13	6
TOTAL OF SCIENCE, MATH & ENGINEERING	1090	1131	1542	1487	1619	1605	1723	1702	1740	1635	1704

NUMBER OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM

BLACK FEMALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	142	107	125	88	76	70	67	72	75	88	70
COMPUTER SCIENCE	68	108	173	199	226	367	459	526	427	334	227
PHYSICAL SCIENCES	19	43	46	39	54	38	50	42	43	46	33
ARCHITECTURE/ENVIR. ENG.	32	38	66	66	44	60	40	34	31	42	37
ENGINEERING	128	348	420	496	587	591	605	635	624	581	626
LIFE SCIENCES	301	149	169	178	168	163	146	151	186	179	183
EARTH & ENVIRONMENTAL SCI.	6	13	14	19	15	11	13	10	9	5	8
PSYCHOLOGY	188	208	259	239	179	198	163	133	141	171	191
SOCIAL SCIENCES	140	181	225	180	166	141	142	121	141	129	131
INTERDISCIPL./OTHER SCIENCES	25	12	14	6	14	17	9	12	10	10	10
TOTAL OF SCIENCE, MATH & ENGINEERING	1049	1207	1511	1510	1529	1656	1694	1736	1687	1585	1516

NUMBER OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM

OTHER STUDENTS

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	417	339	311	307	297	262	260	273	246	248	251
COMPUTER SCIENCE	192	291	413	557	663	885	1154	1297	1104	951	698
PHYSICAL SCIENCES	235	339	383	403	407	389	378	359	339	354	412
ARCHITECTURE/ENVIR. ENG.	169	185	205	217	253	254	200	178	170	152	223
ENGINEERING	1122	1716	1986	2372	2747	2828	3142	3041	3062	3149	3831
LIFE SCIENCES	830	504	527	520	541	504	533	544	571	609	765
EARTH & ENVIRONMENTAL SCI.	84	90	63	73	71	52	49	37	30	35	41
PSYCHOLOGY	118	128	112	134	126	118	105	125	103	107	124
SOCIAL SCIENCES	302	370	342	360	378	339	331	290	276	323	412
INTERDISCIPL./OTHER SCIENCES	281	190	173	187	157	160	132	137	122	111	92
TOTAL OF SCIENCE, MATH & ENGINEERING	3750	4152	4515	5130	5640	5791	6284	6281	6023	6039	6849

NUMBER OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM

ALL STUDENTS

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	6627	4739	4667	4103	3529	3433	3168	2958	3177	3371	2777
COMPUTER SCIENCE	2040	2657	3616	4713	5300	6893	8800	9634	8182	6551	4200
PHYSICAL SCIENCES	2135	3138	3397	3345	3399	3002	2975	2645	2623	2855	2881
ARCHITECTURE/ENVIR. ENG.	1783	1489	1688	1730	1666	1596	1431	1083	997	1137	1250
ENGINEERING	10397	13200	16017	17456	18844	19360	21529	19979	19090	19299	20539
LIFE SCIENCES	10784	5312	5247	5067	4329	4336	4350	3970	4015	4252	4565
EARTH & ENVIRONMENTAL SCI.	824	1105	1100	1046	880	797	705	595	438	489	616
PSYCHOLOGY	2255	1976	2073	2329	1937	2069	2034	1843	1800	2381	2303
SOCIAL SCIENCES	4388	4204	3850	4031	3674	3478	3496	3130	3099	3725	4131
INTERDISCIPL./OTHER SCIENCES	3782	1747	1870	1786	1479	1375	1241	1098	1007	993	711
TOTAL OF SCIENCE, MATH & ENGINEERING	45015	39567	43525	45606	45037	46339	49729	46935	44428	45053	43973

PERCENT OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM

WHITE MALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	8.05	5.79	5.87	5.00	4.24	3.93	3.48	3.13	3.51	3.53	3.14
COMPUTER SCIENCE	2.78	3.50	4.87	5.85	6.86	8.07	10.14	11.76	11.26	9.59	6.09
PHYSICAL SCIENCES	3.52	5.29	5.85	5.47	5.82	4.90	4.94	4.34	4.44	4.73	4.56
ARCHITECTURE/ENVIR. ENG.	2.60	2.01	2.23	2.16	2.08	1.87	1.67	1.23	1.09	1.27	1.37
ENGINEERING	18.21	21.68	26.76	27.58	29.27	29.27	32.40	30.04	29.40	29.54	30.40
LIFE SCIENCES	11.62	4.35	4.54	3.99	3.57	3.34	3.29	3.08	3.15	3.07	3.44
EARTH & ENVIRONMENTAL SCI.	1.07	1.42	1.55	1.26	1.15	1.00	0.86	0.65	0.50	0.55	0.59
PSYCHOLOGY	1.22	0.94	1.03	0.93	0.78	0.76	0.74	0.69	0.67	0.80	0.82
SOCIAL SCIENCES	5.09	4.17	3.77	3.59	3.47	3.30	3.08	3.06	3.06	3.42	3.91
INTERDISCIPL./OTHER SCIENCES	6.34	2.77	3.10	2.72	2.35	2.03	1.86	1.59	1.44	1.41	0.95
TOTAL OF SCIENCE, MATH & ENGINEERING	60.49	51.93	59.56	58.55	59.58	58.47	62.47	59.58	58.52	57.95	55.26

PERCENT OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM

WHITE FEMALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	6.29	4.96	4.70	4.25	3.75	3.83	3.71	3.65	4.06	4.43	3.15
COMPUTER SCIENCE	1.38	2.02	2.50	3.82	4.12	5.76	7.68	8.14	5.78	3.99	2.05
PHYSICAL SCIENCES	0.94	1.65	1.62	1.85	1.66	1.64	1.62	1.57	1.61	1.84	1.81
ARCHITECTURE/ENVIR. ENG.	1.03	1.10	1.16	1.34	1.23	1.22	1.23	0.96	0.90	1.13	1.09
ENGINEERING	3.00	5.33	5.99	7.73	8.42	9.62	11.49	11.29	10.21	10.52	9.70
LIFE SCIENCES	11.13	7.18	6.67	6.71	5.40	5.67	5.82	5.29	5.33	5.94	5.71
EARTH & ENVIRONMENTAL SCI.	0.67	1.09	1.01	1.09	0.84	0.86	0.76	0.77	0.55	0.64	0.86
PSYCHOLOGY	3.28	3.04	3.10	3.80	3.22	3.52	3.62	3.33	3.37	4.63	4.11
SOCIAL SCIENCES	4.16	4.83	4.25	4.89	4.23	4.09	4.43	3.92	3.98	5.10	5.19
INTERDISCIPL./OTHER SCIENCES	1.97	1.17	1.17	1.31	1.01	1.00	0.97	0.93	0.93	0.92	0.64
TOTAL OF SCIENCE, MATH & ENGINEERING	33.87	32.37	32.16	36.79	33.86	37.23	41.34	39.85	36.71	39.14	34.32

PERCENT OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM

BLACK MALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	3.69	1.80	1.84	1.52	0.94	1.52	1.33	1.49	1.17	1.54	1.58
COMPUTER SCIENCE	1.91	3.01	4.35	4.54	4.41	7.20	9.05	11.08	13.14	9.73	6.77
PHYSICAL SCIENCES	1.25	1.84	2.00	1.58	2.00	1.67	1.45	1.71	1.29	1.79	1.34
ARCHITECTURE/ENVIR. ENG.	2.57	1.49	2.78	2.12	2.44	2.30	2.17	1.59	1.99	1.73	1.64
ENGINEERING	13.29	20.84	27.52	26.21	30.98	28.70	31.30	30.70	31.92	30.88	32.28
LIFE SCIENCES	6.09	2.12	2.63	2.66	2.21	2.66	2.68	2.65	2.56	2.40	2.54
EARTH & ENVIRONMENTAL SCI.	0.46	0.41	0.51	0.78	0.50	0.18	0.36	0.28	0.28	0.19	0.27
PSYCHOLOGY	2.04	1.30	1.30	1.20	0.82	0.69	0.75	0.90	0.60	1.02	1.52
SOCIAL SCIENCES	3.19	2.79	3.14	3.29	2.97	2.39	2.41	2.27	1.83	2.62	2.71
INTERDISCIPL./OTHER SCIENCES	1.38	0.22	0.54	0.54	0.35	0.63	0.45	0.31	0.16	0.42	0.18
TOTAL OF SCIENCE, MATH & ENGINEERING	35.87	35.81	46.63	44.44	47.63	47.94	51.96	52.99	54.94	52.32	50.84

PERCENT OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM

BLACK FEMALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	3.19	2.23	2.53	1.76	1.49	1.39	1.36	1.49	1.57	1.85	1.42
COMPUTER SCIENCE	1.53	2.25	3.50	3.98	4.42	7.27	9.29	10.89	8.94	7.03	4.61
PHYSICAL SCIENCES	0.43	0.90	0.93	0.78	1.06	0.75	1.01	0.87	0.90	0.97	0.67
ARCHITECTURE/ENVIR. ENG.	0.72	0.79	1.33	1.32	0.86	1.19	0.81	0.70	0.65	0.83	0.75
ENGINEERING	2.88	7.27	8.49	9.91	11.48	11.71	12.25	13.15	13.06	12.23	12.70
LIFE SCIENCES	6.76	3.11	3.42	3.56	3.29	3.23	2.96	3.13	3.89	3.77	3.71
EARTH & ENVIRONMENTAL SCI.	0.13	0.27	0.28	0.38	0.29	0.22	0.26	0.21	0.19	0.11	0.16
PSYCHOLOGY	4.22	4.34	5.23	4.78	3.50	3.92	3.30	2.75	2.95	3.60	3.88
SOCIAL SCIENCES	3.14	3.78	4.55	3.60	3.25	2.79	2.87	2.51	2.95	2.72	2.66
INTERDISCIPL./OTHER SCIENCES	0.56	0.25	0.28	0.12	0.27	0.34	0.18	0.25	0.21	0.21	0.20
TOTAL OF SCIENCE, MATH & ENGINEERING	23.56	25.20	30.54	30.18	29.91	32.80	34.29	35.95	35.32	33.36	30.76

PERCENT OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM

OTHER STUDENTS

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	4.38	3.09	2.71	2.67	2.45	2.13	2.04	2.14	1.72	1.59	1.63
COMPUTER SCIENCE	2.02	2.66	3.60	4.84	5.46	7.19	9.06	10.18	7.70	6.11	4.54
PHYSICAL SCIENCES	2.47	3.09	3.34	3.50	3.35	3.16	2.97	2.82	2.36	2.27	2.68
ARCHITECTURE/ENVIR. ENG.	1.78	1.69	1.79	1.89	2.08	2.06	1.57	1.40	1.19	0.98	1.45
ENGINEERING	11.79	15.66	17.31	20.62	22.62	22.99	24.66	23.86	21.36	20.23	24.93
LIFE SCIENCES	8.72	4.60	4.59	4.52	4.46	4.10	4.18	4.27	3.98	3.91	4.98
EARTH & ENVIRONMENTAL SCI.	0.88	0.82	0.55	0.63	0.58	0.42	0.38	0.29	0.21	0.22	0.27
PSYCHOLOGY	1.24	1.17	0.98	1.16	1.04	0.96	0.82	0.98	0.72	0.69	0.81
SOCIAL SCIENCES	3.17	3.38	2.98	3.13	3.11	2.76	2.60	2.28	1.92	2.07	2.68
INTERDISCIPL./OTHER SCIENCES	2.95	1.73	1.51	1.63	1.29	1.30	1.04	1.07	0.85	0.71	0.60
TOTAL OF SCIENCE, MATH & ENGINEERING	39.39	37.90	39.35	44.60	46.45	47.07	49.33	49.28	42.01	38.79	44.56

PERCENT OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM

ALL STUDENTS

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	6.61	4.84	4.72	4.14	3.56	3.46	3.21	3.07	3.29	3.45	2.77
COMPUTER SCIENCE	2.03	2.71	3.66	4.75	5.35	6.94	8.91	10.01	8.48	6.70	4.20
PHYSICAL SCIENCES	2.13	3.20	3.44	3.37	3.43	3.02	3.01	2.75	2.72	2.92	2.83
ARCHITECTURE/ENVIR. ENG.	1.78	1.52	1.71	1.75	1.68	1.61	1.45	1.13	1.03	1.16	1.25
ENGINEERING	10.37	13.48	16.20	17.61	19.02	19.49	21.80	20.76	19.79	19.75	20.52
LIFE SCIENCES	10.76	5.42	5.31	5.11	4.37	4.36	4.41	4.13	4.16	4.35	4.56
EARTH & ENVIRONMENTAL SCI.	0.82	1.13	1.11	1.06	0.89	0.80	0.71	0.62	0.45	0.50	0.62
PSYCHOLOGY	2.25	2.02	2.10	2.35	1.96	2.08	2.06	1.92	1.87	2.44	2.30
SOCIAL SCIENCES	4.38	4.29	3.89	4.97	3.71	3.50	3.54	3.25	3.21	3.81	4.13
INTERDISCIPL./OTHER SCIENCES	3.77	1.78	1.89	1.80	1.49	1.38	1.26	1.14	1.04	1.02	0.71
TOTAL OF SCIENCE, MATH & ENGINEERING	44.89	40.40	44.01	46.01	45.46	46.65	50.36	48.78	46.06	46.10	43.94

NUMBER OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV BY INTENDED MAJOR

WHITE MALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	2363	3295	3068	3053	2824	2799	2677	2442	2940	2577	2177
OTHER HEALTH FIELDS	666	1127	1210	1234	1096	946	899	717	897	727	648
PRELAW	0	1622	2817	2585	2307	2123	1976	1909	2002	1768	1514
HUMANITIES	1904	1455	1515	1492	1388	1385	1418	1366	1394	1477	1443
HISTORY & CULTURE	888	645	562	559	513	479	505	449	525	502	507
FOREIGN LANGUAGES	264	254	219	218	203	223	242	193	258	216	271
STUDIO/PERFORMING ARTS	1225	1422	1443	1515	1345	1365	1220	1055	1139	1053	1285
COMMUNICATIONS	1221	1165	1160	1206	1107	1153	1185	1041	1148	1132	1101
BUSINESS	2012	2036	2351	2653	2391	2170	2365	2217	2712	2534	2872
EDUCATION	467	378	337	283	205	204	188	184	234	205	333
VOCATIONAL FIELDS	591	788	789	865	738	721	723	630	786	615	457
OTHER/MISSING/UNDECIDED	8622	7624	5380	4687	7002	6697	5783	6552	1876	5878	7179
TOTAL OF NON SCIENCE FIELDS	20223	21811	20851	20350	21119	20265	19181	18755	15911	18684	19787

NUMBER OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV BY INTENDED MAJOR

WHITE FEMALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	1702	2473	2543	2736	2582	2727	2793	2567	2702	2839	2222
OTHER HEALTH FIELDS	2761	3599	4368	4179	3546	3327	3142	2715	2816	2865	2173
PRELAW	0	1100	2075	1885	1874	1877	1959	1853	1829	1965	1549
HUMANITIES	2741	2461	2796	2892	2628	2468	2634	2292	2344	2545	2266
HISTORY & CULTURE	756	588	609	596	493	468	457	447	401	456	368
FOREIGN LANGUAGES	1456	1191	1275	1288	1052	1047	1045	1041	1080	1216	1119
STUDIO/PERFORMING ARTS	2291	2908	3272	3350	2965	2579	2468	2151	2001	2312	2236
COMMUNICATIONS	1296	1648	1809	2085	1933	1998	1999	1823	1906	2268	2329
BUSINESS	1055	1724	2594	3078	3181	3144	3416	3283	3296	3915	3629
EDUCATION	1810	1811	1938	1694	1382	1386	1277	1101	1170	1414	1592
VOCATIONAL FIELDS	354	356	340	412	322	323	337	264	245	239	159
OTHER/MISSING/UNDECIDED	13560	9827	4613	3728	6230	7407	5719	7373	6651	3550	8646
TOTAL OF NON SCIENCE FIELDS	29782	29686	28232	27923	28238	28751	27246	26910	26441	25734	28288

84

83

NUMBER OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV BY INTENDED MAJOR

BLACK MALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	164	243	261	243	251	248	280	248	282	237	230
OTHER HEALTH FIELDS	60	100	125	177	106	126	102	99	116	86	94
PRELAW	0	131	185	236	213	161	199	180	162	161	141
HUMANITIES	51	38	56	48	50	37	43	38	43	39	45
HISTORY & CULTURE	19	21	14	11	15	12	18	12	14	12	14
FOREIGN LANGUAGES	6	12	13	13	11	10	10	6	12	11	19
STUDIO/PERFORMING ARTS	77	102	122	141	141	98	86	99	109	85	98
COMMUNICATIONS	86	98	141	123	121	115	130	123	120	102	122
BUSINESS	124	207	292	355	326	279	327	281	304	311	430
EDUCATION	41	29	32	29	28	22	19	18	18	12	23
VOCATIONAL FIELDS	36	55	62	73	69	98	92	77	65	62	51
OTHER/MISSING/UNDECIDED	1429	1195	688	647	635	807	527	536	491	730	707
TOTAL OF NON SCIENCE FIELDS	2093	2231	1991	2096	1966	2013	1833	1717	1736	1848	1974

NUMBER OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV BY INTENDED MAJOR

BLACK FEMALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	317	437	467	544	523	524	524	581	568	550	549
OTHER HEALTH FIELDS	317	474	538	533	448	392	383	409	396	334	284
PRELAW	0	194	302	335	280	281	278	288	275	279	311
HUMANITIES	121	120	96	115	88	83	79	108	96	82	60
HISTORY & CULTURE	37	12	12	15	12	8	15	15	12	8	13
FOREIGN LANGUAGES	57	64	56	68	51	45	66	72	64	67	61
STUDIO/PERFORMING ARTS	150	211	229	262	203	190	177	155	151	157	138
COMMUNICATIONS	186	226	277	340	283	279	319	294	307	315	347
BUSINESS	201	303	381	505	444	470	526	552	538	589	661
EDUCATION	171	152	135	128	98	73	68	80	72	68	62
VOCATIONAL FIELDS	41	43	50	40	70	48	46	68	62	46	35
OTHER/MISSING/UNDECIDED	1802	1438	1120	757	1258	1289	1049	605	713	952	1134
TOTAL OF NON SCIENCE FIELDS	3400	3674	3663	3642	3758	3682	3530	3227	3254	3447	3655

NUMBER OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV BY INTENDED MAJOR

OTHER STUDENTS

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	465	846	983	1036	1105	1330	1265	1585	1406	1427	1745
OTHER HEALTH FIELDS	235	464	595	654	475	529	527	560	435	362	403
PRELAW	0	285	537	473	495	455	428	461	342	323	431
HUMANITIES	386	389	394	417	428	422	374	396	346	335	392
HISTORY & CULTURE	131	96	98	88	109	75	84	73	73	83	88
FOREIGN LANGUAGES	116	129	123	121	106	130	102	116	109	99	134
STUDIO/PERFORMING ARTS	260	386	490	519	450	447	404	386	296	298	400
COMMUNICATIONS	198	247	279	336	290	321	312	299	278	253	378
BUSINESS	193	353	499	641	590	699	730	702	612	678	1046
EDUCATION	134	142	144	129	122	118	84	108	80	82	123
VOCATIONAL FIELDS	58	100	102	123	117	142	153	136	108	83	93
OTHER/MISSING/UNDECIDED	4655	4533	3740	3225	3959	3367	3952	3148	6198	7802	5227
TOTAL OF NON SCIENCE FIELDS	6831	7970	7984	7762	8246	8035	8415	7970	10283	11825	10460

NUMBER OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV BY INTENDED MAJOR

ALL STUDENTS

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	5011	7294	7322	7612	7285	7628	7539	7423	7098	7680	6923
OTHER HEALTH FIELDS	4039	5764	6836	6777	5671	5320	5053	4500	4660	4374	3602
PRELAW	0	3332	5916	5514	5169	4897	4840	4691	4610	4496	3946
HUMANITIES	5203	4463	4857	4964	4582	4395	4548	4200	4223	4578	4206
HISTORY & CULTURE	1831	1362	1295	1269	1142	1042	1079	995	1025	1061	990
FOREIGN LANGUAGES	1899	1650	1686	1708	1423	1455	1465	1428	1523	1609	1604
STUDIO/PERFORMING ARTS	4003	5029	5556	5787	5104	4679	4355	3846	3696	3905	4157
COMMUNICATIONS	2987	3384	3666	4090	3784	3866	3945	3580	3759	4070	4277
BUSINESS	3585	4623	6117	7232	6932	6762	7364	7035	7462	8027	8638
EDUCATION	2623	2512	2586	2263	1835	1803	1636	1491	1574	1781	2133
VOCATIONAL FIELDS	1080	1342	1343	1513	1316	1332	1351	1175	1266	1045	795
OTHER/MISSING/UNDECIDED	30070	24618	15542	13046	19087	19568	17031	18216	15931	18912	22894
TOTAL OF NON SCIENCE FIELDS	62331	65373	62722	61775	63330	62747	60206	58581	57627	61538	64165

PERCENT OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV

WHITE MALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	5.76	8.60	8.01	7.99	7.49	7.42	7.17	6.73	8.27	7.22	5.94
OTHER HEALTH FIELDS	1.62	2.94	3.16	3.23	2.91	2.51	2.41	1.98	2.52	2.04	1.77
PRELAW	0.00	4.23	7.35	6.77	6.12	5.63	5.29	5.26	5.63	4.95	4.13
HUMANITIES	4.64	3.80	3.95	3.91	3.68	3.67	3.80	3.77	3.92	4.14	3.94
HISTORY & CULTURE	2.16	1.68	1.47	1.46	1.36	1.27	1.35	1.24	1.48	1.41	1.38
FOREIGN LANGUAGES	0.64	0.66	0.57	0.57	0.54	0.59	0.65	0.53	0.73	0.61	0.74
STUDIO/PERFORMING ARTS	2.98	3.71	3.77	3.97	3.57	3.62	3.27	2.91	3.20	2.95	3.51
COMMUNICATIONS	2.97	3.04	3.03	3.16	2.94	3.06	3.17	2.87	3.23	3.17	3.00
BUSINESS	4.90	5.31	6.14	6.94	6.34	5.75	6.33	6.11	7.63	7.10	7.84
EDUCATION	1.14	0.99	0.88	0.74	0.54	0.54	0.50	0.51	0.66	0.57	0.91
VOCATIONAL FIELDS	1.44	2.06	2.06	2.26	1.96	1.91	1.94	1.74	2.21	1.72	1.25
OTHER/MISSING/UNDECIDED	21.01	19.89	14.04	12.27	18.58	17.75	15.49	18.06	5.28	16.47	19.59
TOTAL OF NON SCIENCE FIELDS	49.27	56.91	54.42	53.26	56.04	53.73	51.37	51.70	44.77	52.34	53.98

PERCENT OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV

WHITE FEMALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	4.03	6.08	6.23	6.66	6.34	6.66	6.91	6.56	6.99	7.49	5.59
OTHER HEALTH FIELDS	6.54	8.84	10.69	10.18	8.70	8.13	7.78	6.93	7.29	7.42	5.46
PRELAW	0.00	2.70	5.08	4.59	4.60	4.59	4.85	4.73	4.73	5.09	3.90
HUMANITIES	6.49	6.05	6.85	7.04	6.45	6.03	6.52	5.85	6.07	6.85	5.70
HISTORY & CULTURE	1.79	1.44	1.49	1.45	1.21	1.14	1.13	1.14	1.04	1.18	0.93
FOREIGN LANGUAGES	3.45	2.93	3.12	3.14	2.58	2.56	2.59	2.66	2.80	3.15	2.81
STUDIO/PERFORMING ARTS	5.43	7.15	8.01	8.16	7.28	6.30	6.11	5.49	5.18	5.99	5.62
COMMUNICATIONS	3.07	4.05	4.43	5.08	4.87	4.88	4.95	4.66	4.93	5.88	5.86
BUSINESS	2.50	4.24	6.35	7.50	7.81	7.68	8.45	8.38	8.53	10.14	9.13
EDUCATION	4.29	4.45	4.74	4.13	3.39	3.39	3.16	2.81	3.03	3.66	4.00
VOCATIONAL FIELDS	0.84	0.87	0.83	1.00	0.79	0.79	0.83	0.67	0.63	0.62	0.40
OTHER/MISSING/UNDECIDED	32.12	24.15	11.29	9.08	15.29	18.10	14.15	18.83	17.22	9.20	21.74
TOTAL OF NON SCIENCE FIELDS	70.55	72.95	69.12	68.00	69.32	70.26	67.43	68.72	68.45	66.68	71.13

PERCENT OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV

BLACK MALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	5.40	7.69	7.89	7.26	7.38	7.41	8.44	7.72	8.90	7.58	6.86
OTHER HEALTH FIELDS	1.97	3.17	3.78	5.29	3.12	3.76	3.08	3.08	3.66	2.75	2.80
PRELAW	0.00	4.15	5.59	7.05	6.27	4.81	6.00	5.60	5.12	5.15	4.21
HUMANITIES	1.68	1.20	1.69	1.43	1.47	1.11	1.30	1.18	1.36	1.25	1.34
HISTORY & CULTURE	0.63	0.66	0.42	0.33	0.44	0.36	0.54	0.37	0.44	0.38	0.42
FOREIGN LANGUAGES	0.20	0.38	0.39	0.39	0.32	0.30	0.30	0.19	0.38	0.35	0.57
STUDIO/PERFORMING ARTS	2.53	3.23	3.69	4.21	4.15	2.93	2.59	3.08	3.44	2.72	2.92
COMMUNICATIONS	2.83	3.10	4.26	3.68	3.56	3.43	3.92	3.83	3.79	3.26	3.64
BUSINESS	4.08	6.55	8.83	10.61	9.59	8.33	9.86	8.75	9.60	9.95	12.83
EDUCATION	1.35	0.92	0.97	0.87	0.82	0.66	0.57	0.56	0.57	0.38	0.69
VOCATIONAL FIELDS	1.18	1.74	1.87	2.18	2.03	2.93	2.77	2.40	2.05	1.98	1.52
OTHER/MISSING/UNDECIDED	47.02	37.84	20.80	19.34	18.68	24.10	15.89	16.69	15.50	23.36	21.09
TOTAL OF NON SCIENCE FIELDS	68.87	70.65	60.21	62.64	57.84	60.13	55.28	53.46	54.82	59.14	58.89

PERCENT OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV

BLACK FEMALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	7.12	9.12	9.44	10.87	10.23	10.38	10.61	12.03	11.89	11.58	11.14
OTHER HEALTH FIELDS	7.12	9.90	10.87	10.65	8.76	7.76	7.75	8.47	8.29	7.03	5.76
PRELAW	0.00	4.05	6.10	6.69	5.48	5.57	5.63	5.96	5.76	5.87	6.31
HUMANITIES	2.72	2.51	1.94	2.30	1.72	1.64	1.60	2.24	2.01	1.73	1.22
HISTORY & CULTURE	0.83	0.25	0.24	0.30	0.23	0.16	0.30	0.31	0.25	0.17	0.26
FOREIGN LANGUAGES	1.28	1.34	1.13	1.36	1.00	0.89	1.34	1.49	1.34	1.41	1.24
STUDIO/PERFORMING ARTS	3.37	4.41	4.63	5.24	3.97	3.76	3.58	3.21	3.16	3.30	2.80
COMMUNICATIONS	4.18	4.72	5.60	6.79	5.54	5.53	6.46	6.09	6.43	6.63	7.04
BUSINESS	4.51	6.33	7.70	10.09	8.69	9.31	10.65	11.43	11.26	12.40	13.41
EDUCATION	3.84	3.17	2.73	2.56	1.92	1.45	1.38	1.66	1.51	1.43	1.26
VOCATIONAL FIELDS	0.92	0.90	1.01	0.80	1.37	0.95	0.93	1.41	1.30	0.97	0.71
OTHER/MISSING/UNDECIDED	40.48	30.02	22.64	15.13	24.61	25.53	21.23	12.53	14.93	20.04	23.01
TOTAL OF NON SCIENCE FIELDS	76.37	76.70	74.03	72.78	73.51	72.93	71.46	66.83	68.12	72.55	74.17

PERCENT OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV

OTHER STUDENTS

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	4.88	7.72	8.57	9.01	9.10	10.81	9.93	12.44	9.81	9.17	11.35
OTHER HEALTH FIELDS	2.47	4.24	5.19	5.69	3.91	4.30	4.14	4.39	3.03	2.33	2.62
PRELAW	0.00	2.60	4.68	4.11	4.08	3.70	3.36	3.62	2.39	2.07	2.80
HUMANITIES	4.05	3.55	3.43	3.63	3.52	3.43	2.94	3.11	2.41	2.15	2.55
HISTORY & CULTURE	1.38	0.88	0.85	0.77	0.90	0.61	0.66	0.57	0.51	0.53	0.57
FOREIGN LANGUAGES	1.22	1.18	1.07	1.05	0.87	1.06	0.80	0.91	0.76	0.64	0.87
STUDIO/PERFORMING ARTS	2.73	3.52	4.27	4.51	3.71	3.63	3.17	3.03	2.06	1.91	2.60
COMMUNICATIONS	2.08	2.25	2.43	2.92	2.39	2.61	2.45	2.35	1.94	1.63	2.46
BUSINESS	2.03	3.22	4.35	5.57	4.86	5.68	5.73	5.51	4.27	4.35	6.81
EDUCATION	1.41	1.30	1.26	1.12	1.00	0.96	0.66	0.85	0.56	0.53	0.80
VOCATIONAL FIELDS	0.61	0.91	0.89	1.07	0.96	1.15	1.20	1.07	0.75	0.53	0.61
OTHER/MISSING/UNDECIDED	48.90	41.38	32.60	28.04	32.60	27.37	31.02	24.70	43.23	50.11	34.01
TOTAL OF NON SCIENCE FIELDS	71.75	72.75	69.58	67.48	67.91	65.31	66.06	62.53	71.72	75.95	68.05

PERCENT OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV

ALL STUDENTS

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	5.00	7.45	7.40	7.68	7.35	7.68	7.63	7.71	8.19	7.86	6.92
OTHER HEALTH FIELDS	4.03	5.89	6.91	6.84	5.72	5.36	5.12	4.68	4.83	4.48	3.60
PRELAW	0.00	3.40	5.98	5.56	5.22	4.93	4.90	4.88	4.78	4.60	3.94
HUMANITIES	5.19	4.56	4.91	5.01	4.62	4.42	4.61	4.36	4.38	4.68	4.20
HISTORY & CULTURE	1.83	1.39	1.31	1.28	1.15	1.05	1.09	1.04	1.06	1.09	0.99
FOREIGN LANGUAGES	1.89	1.68	1.70	1.72	1.44	1.46	1.48	1.48	1.58	1.65	1.60
STUDIO/PERFORMING ARTS	3.99	5.14	5.62	5.84	5.15	4.71	4.41	4.00	3.83	4.00	4.15
COMMUNICATIONS	2.98	3.46	3.71	4.13	3.82	3.89	4.00	3.72	3.90	4.16	4.27
BUSINESS	3.58	4.72	6.19	7.30	7.00	6.81	7.46	7.31	7.74	8.21	8.63
EDUCATION	2.62	2.57	2.61	2.28	1.85	1.82	1.66	1.55	1.63	1.82	2.13
VOCATIONAL FIELDS	1.08	1.37	1.36	1.53	1.33	1.34	1.37	1.22	1.31	1.07	0.79
OTHER/MISSING/UNDECIDED	29.99	25.14	15.72	13.16	19.26	19.70	17.25	18.93	16.52	19.35	22.88
TOTAL OF NON SCIENCE FIELDS	62.16	66.76	63.42	62.32	63.92	63.17	60.97	60.88	59.74	62.96	64.12

NUMBER OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM BY INTENDED MAJOR

WHITE MALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	2337	3234	3311	3129	2997	2917	2816	2520	2601	2707	2144
OTHER HEALTH FIELDS	897	1314	1656	1501	1353	1186	967	778	786	816	675
PRELAW	0	1037	1976	1785	1574	1424	1328	1149	1089	1137	869
HUMANITIES	804	618	613	596	595	569	541	488	473	536	574
HISTORY & CULTURE	349	235	208	214	234	168	206	170	158	199	188
FOREIGN LANGUAGES	130	118	102	118	112	107	107	97	102	113	148
STUDIO/PERFORMING ARTS	694	666	786	797	715	643	604	510	432	510	603
COMMUNICATIONS	561	505	502	524	493	521	468	428	394	455	482
BUSINESS	2641	2653	3209	3447	3124	2849	2807	2443	2504	3057	3369
EDUCATION	335	263	291	238	161	172	148	103	134	171	262
VOCATIONAL FIELDS	646	848	890	883	807	736	794	655	581	576	382
OTHER/MISSING/UNDECIDED	6821	6934	1952	2603	3066	4373	3230	5321	5490	4733	6705
TOTAL OF NON SCIENCE FIELDS	16215	18425	15496	15835	15231	15665	14016	14662	14744	15010	16401

NUMBER OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM BY INTENDED MAJOR

WHITE FEMALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	1905	2708	2506	2892	2710	3034	3135	2946	2929	3235	2673
OTHER HEALTH FIELDS	3542	4510	4398	4814	3737	3838	3778	3099	2826	3387	2545
PRELAW	0	784	1306	1354	1166	1447	1548	1349	1310	1440	1233
HUMANITIES	1251	1041	1025	1237	1023	1075	1183	992	978	1216	1044
HISTORY & CULTURE	406	303	245	279	209	224	214	215	173	218	204
FOREIGN LANGUAGES	1028	783	691	740	561	607	654	589	556	763	728
STUDIO/PERFORMING ARTS	1650	1924	1777	2277	1680	1746	1687	1385	1107	1413	1380
COMMUNICATIONS	581	740	709	997	848	962	934	811	767	1048	1181
BUSINESS	1735	2734	3225	4475	4008	4543	4853	4210	3967	5232	5249
EDUCATION	2186	1971	1708	1779	1263	1424	1349	1046	974	1385	1548
VOCATIONAL FIELDS	534	463	393	543	403	460	466	386	327	308	193
OTHER/MISSING/UNDECIDED	13097	9560	9726	4569	9333	6326	3903	6527	8540	3841	8140
TOTAL OF NON SCIENCE FIELDS	27915	27521	27709	25956	26941	25686	23704	23555	24449	23486	26118

NUMBER OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM BY INTENDED MAJOR

BLACK MALES

INTENDED MAJOR FIELD	TEST YEAR										
	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	161	258	273	240	270	244	255	239	262	226	211
OTHER HEALTH FIELDS	69	116	110	147	117	118	104	113	112	89	91
PRELAW	0	65	105	140	112	82	98	100	95	87	72
HUMANITIES	23	20	18	29	23	14	17	11	17	25	17
HISTORY & CULTURE	10	8	7	5	10	7	10	3	1	5	5
FOREIGN LANGUAGES	4	4	4	8	6	6	6	3	3	6	15
STUDIO/PERFORMING ARTS	44	55	66	69	66	52	42	40	43	44	52
COMMUNICATIONS	32	45	53	43	67	50	55	43	55	39	52
BUSINESS	153	210	325	334	343	306	300	242	300	324	441
EDUCATION	30	23	22	23	24	12	9	7	19	15	15
VOCATIONAL FIELDS	37	55	61	73	64	91	74	71	61	74	53
OTHER/MISSING/UNDECIDED	1386	1168	721	748	678	761	623	647	459	556	624
TOTAL OF NON SCIENCE FIELDS	1949	2027	1765	1859	1780	1743	1593	1510	1427	1490	1648

NUMBER OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM BY INTENDED MAJOR

BLACK FEMALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	293	475	562	528	493	579	527	537	537	565	581
OTHER HEALTH FIELDS	323	477	563	494	433	449	384	344	346	353	311
PRELAW	0	140	246	247	182	223	173	173	175	203	215
HUMANITIES	64	53	54	66	31	52	35	45	46	46	36
HISTORY & CULTURE	14	10	7	9	5	4	4	2	3	5	5
FOREIGN LANGUAGES	52	42	35	44	38	36	37	32	34	42	43
STUDIO/PERFORMING ARTS	83	154	200	174	133	138	107	80	65	104	93
COMMUNICATIONS	88	111	154	194	150	168	150	121	138	161	183
BUSINESS	224	378	488	590	510	589	502	492	505	620	706
EDUCATION	135	132	134	135	74	72	57	48	57	65	70
VOCATIONAL FIELDS	38	47	53	52	54	71	51	70	48	60	39
OTHER/MISSING/UNDECIDED	2089	1564	941	961	1480	1007	1219	1149	1136	937	1130
TOTAL OF NON SCIENCE FIELDS	3403	3583	3437	3494	3583	3393	3246	3093	3090	3166	3412

111

112

NUMBER OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM BY INTENDED MAJOR

OTHER STUDENTS

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	608	968	1008	1111	1232	1275	1302	1431	1509	1581	1758
OTHER HEALTH FIELDS	375	584	604	684	563	548	549	484	457	489	426
PRELAW	0	175	281	295	274	233	238	220	155	168	213
HUMANITIES	168	150	124	168	158	149	145	137	120	132	156
HISTORY & CULTURE	60	48	41	41	44	32	30	32	32	31	37
FOREIGN LANGUAGES	52	62	55	56	59	67	65	47	49	57	53
STUDIO/PERFORMING ARTS	142	180	185	214	182	190	220	147	154	142	186
COMMUNICATIONS	84	113	91	101	116	107	103	66	90	93	126
BUSINESS	330	540	680	811	846	832	896	776	704	834	1095
EDUCATION	89	77	81	83	77	35	53	41	33	56	74
VOCATIONAL FIELDS	87	140	129	149	150	151	166	142	122	130	109
OTHER/MISSING/UNDECIDED	3775	3766	3680	2660	2802	2892	2688	2941	4890	5817	4288
TOTAL OF NON SCIENCE FIELDS	5770	6803	6959	6373	6503	6511	6455	6464	8315	9530	8521

NUMBER OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM BY INTENDED MAJOR

ALL STUDENTS

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	5304	7643	7660	7900	7702	8049	8035	7664	7838	8314	7367
OTHER HEALTH FIELDS	5206	7001	7331	7640	6203	6139	5782	4818	4527	5139	4048
PRELAW	0	2201	3914	3821	3308	3414	3385	2991	2824	3035	2602
HUMANITIES	2310	1882	1834	2096	1830	1859	1921	1673	1634	1955	1827
HISTORY & CULTURE	839	604	508	548	502	435	464	422	367	458	439
FOREIGN LANGUAGES	1266	1009	887	966	776	823	869	768	744	981	987
STUDIO/PERFORMING ARTS	2613	2979	3014	3531	2776	2769	2660	2162	1801	2213	2314
COMMUNICATIONS	1346	1514	1509	1859	1674	1808	1710	1469	1444	1796	2024
BUSINESS	5083	6515	7927	9657	8831	9119	9358	8163	7980	10067	10860
EDUCATION	2775	2466	2236	2258	1599	1715	1616	1245	1217	1692	1969
VOCATIONAL FIELDS	1342	1553	1526	1700	1478	1509	1551	1324	1134	1148	776
OTHER/MISSING/UNDECIDED	27170	22993	17021	11543	17362	15360	11664	16587	20517	15884	20838
TOTAL OF NON SCIENCE FIELDS	55254	58360	55367	53519	54041	52999	49015	49286	52027	52682	56101

PERCENT OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM

WHITE MALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	5.69	8.44	8.64	8.19	7.95	7.73	7.54	6.95	7.32	7.58	5.85
OTHER HEALTH FIELDS	2.19	3.43	4.32	3.93	3.59	3.14	2.59	2.14	2.21	2.29	1.84
PRELAW	0.00	2.71	5.16	4.67	4.18	3.78	3.56	3.17	3.06	3.19	2.37
HUMANITIES	1.96	1.61	1.60	1.56	1.58	1.51	1.45	1.35	1.33	1.50	1.57
HISTORY & CULTURE	0.85	0.61	0.54	0.56	0.62	0.45	0.55	0.47	0.44	0.56	0.51
FOREIGN LANGUAGES	0.32	0.31	0.27	0.31	0.30	0.28	0.29	0.27	0.29	0.32	0.40
STUDIO/PERFORMING ARTS	1.69	1.74	2.05	2.09	1.90	1.70	1.62	1.41	1.22	1.43	1.65
COMMUNICATIONS	1.37	1.32	1.31	1.37	1.31	1.38	1.25	1.18	1.11	1.27	1.31
BUSINESS	6.43	6.92	8.37	9.02	8.29	7.55	7.52	6.73	7.04	8.56	9.19
EDUCATION	0.82	0.69	0.76	0.62	0.43	0.46	0.40	0.28	0.38	0.48	0.71
VOCATIONAL FIELDS	1.57	2.21	2.32	2.31	2.14	1.95	2.13	1.81	1.63	1.61	1.04
OTHER/MISSING/UNDECIDED	16.62	18.09	5.09	6.81	8.14	11.59	8.65	14.67	15.45	13.26	18.29
TOTAL OF NON SCIENCE FIELDS	39.51	48.07	40.44	41.45	40.42	41.53	37.53	40.42	41.48	42.05	44.74

PERCENT OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM

WHITE FEMALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	4.51	6.65	6.14	7.04	6.65	7.41	7.76	7.52	7.58	8.38	6.72
OTHER HEALTH FIELDS	8.39	11.08	10.77	11.72	9.17	9.38	9.35	7.91	7.32	8.78	6.40
PRELAW	0.00	1.93	3.20	3.30	2.86	3.54	3.83	3.44	3.39	3.73	3.10
HUMANITIES	2.96	2.56	2.51	3.01	2.51	2.63	2.93	2.53	2.53	3.15	2.63
HISTORY & CULTURE	0.96	0.74	0.60	0.68	0.51	0.55	0.53	0.55	0.45	0.56	0.51
FOREIGN LANGUAGES	2.44	1.92	1.69	1.80	1.38	1.48	1.62	1.50	1.44	1.98	1.83
STUDIO/PERFORMING ARTS	3.91	4.73	4.35	5.55	4.12	4.27	4.18	3.54	2.87	3.66	3.47
COMMUNICATIONS	1.38	1.82	1.74	2.43	2.08	2.35	2.31	2.07	1.99	2.72	2.97
BUSINESS	4.11	6.72	7.90	10.90	9.84	11.10	12.01	10.75	10.27	13.56	13.20
EDUCATION	5.18	4.84	4.18	4.33	3.10	3.48	3.34	2.67	2.52	3.59	3.89
VOCATIONAL FIELDS	1.27	1.14	0.96	1.32	0.99	1.12	1.15	0.99	0.83	0.80	0.49
OTHER/MISSING/UNDECIDED	31.03	23.49	23.81	11.13	22.91	15.46	9.66	16.67	22.11	9.95	20.47
TOTAL OF NON SCIENCE FIELDS	66.13	67.63	67.84	63.21	66.14	62.77	58.66	60.15	63.29	60.86	65.68

PERCENT OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM

BLACK MALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	5.30	8.17	8.26	7.17	7.94	7.29	7.69	7.16	8.27	7.23	6.29
OTHER HEALTH FIELDS	2.27	3.67	3.33	4.39	3.44	3.52	3.14	3.52	3.54	2.85	2.71
PRELAW	0.00	2.06	3.18	4.18	3.30	2.45	2.96	3.11	3.00	2.78	2.15
HUMANITIES	0.76	0.63	0.54	0.87	0.68	0.42	0.51	0.34	0.54	0.80	0.51
HISTORY & CULTURE	0.33	0.25	0.21	0.15	0.29	0.21	0.30	0.09	0.03	0.16	0.15
FOREIGN LANGUAGES	0.13	0.13	0.12	0.24	0.18	0.18	0.18	0.09	0.09	0.19	0.45
STUDIO/PERFORMING ARTS	1.45	1.74	2.00	2.06	1.94	1.55	1.27	1.25	1.36	1.41	1.55
COMMUNICATIONS	1.05	1.42	1.60	1.29	1.97	1.49	1.66	1.34	1.74	1.25	1.55
BUSINESS	5.03	6.65	9.83	9.98	10.09	9.14	9.05	7.53	9.47	10.37	13.16
EDUCATION	0.99	0.73	0.67	0.69	0.71	0.36	0.27	0.22	0.60	0.48	0.45
VOCATIONAL FIELDS	1.22	1.74	1.84	2.18	1.88	2.72	2.23	2.21	1.93	2.37	1.58
OTHER/MISSING/UNDECIDED	45.61	36.99	21.80	22.36	19.95	22.73	18.79	20.14	14.49	17.79	18.62
TOTAL OF NON SCIENCE FIELDS	64.13	64.19	53.37	55.56	52.37	52.06	48.04	47.01	45.06	47.68	49.16

PERCENT OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM

BLACK FEMALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	6.58	9.92	11.36	10.55	9.64	11.47	10.67	11.12	11.24	11.89	11.79
OTHER HEALTH FIELDS	7.26	9.96	11.38	9.87	8.47	8.89	7.77	7.12	7.24	7.54	6.31
PRELAW	0.00	2.92	4.97	4.94	3.56	4.52	3.50	3.58	3.66	4.27	4.36
HUMANITIES	1.44	1.11	1.09	1.32	0.61	1.03	0.71	0.93	0.96	0.97	0.73
HISTORY & CULTURE	0.31	0.21	0.14	0.18	0.10	0.08	0.08	0.04	0.06	0.11	0.10
FOREIGN LANGUAGES	1.17	0.88	0.71	0.88	0.74	0.71	0.75	0.66	0.71	0.88	0.87
STUDIO/PERFORMING ARTS	1.86	3.22	4.04	3.48	2.60	2.73	2.17	1.66	1.36	2.19	1.89
COMMUNICATIONS	1.98	2.32	3.11	3.88	2.93	3.33	3.04	2.51	2.89	3.39	3.71
BUSINESS	5.03	7.89	9.86	11.79	9.98	11.67	10.16	10.19	10.57	13.05	14.33
EDUCATION	3.03	2.76	2.71	2.70	1.45	1.43	1.15	0.99	1.19	1.37	1.42
VOCATIONAL FIELDS	0.85	0.98	1.07	1.04	1.06	1.41	1.03	1.45	1.00	1.26	0.79
OTHER/MISSING/UNDECIDED	46.92	32.65	19.02	19.20	28.95	19.94	24.68	23.79	23.78	19.72	22.93
TOTAL OF NON SCIENCE FIELDS	76.44	74.80	69.46	69.82	70.09	67.20	65.71	64.05	64.68	66.64	69.24

123

124

PERCENT OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM

OTHER STUDENTS

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	6.39	8.84	8.79	9.66	10.15	10.36	10.22	11.23	10.52	10.15	11.44
OTHER HEALTH FIELDS	3.94	5.33	5.26	5.95	4.64	4.45	4.31	3.80	3.19	3.14	2.77
PRELAW	0.00	1.60	2.45	2.56	2.26	1.89	1.87	1.73	1.08	1.08	1.39
HUMANITIES	1.76	1.37	1.08	1.46	1.30	1.21	1.14	1.07	0.84	0.85	1.01
HISTORY & CULTURE	0.63	0.44	0.36	0.36	0.36	0.26	0.24	0.25	0.22	0.20	0.24
FOREIGN LANGUAGES	0.55	0.57	0.48	0.49	0.49	0.54	0.51	0.37	0.34	0.37	0.34
STUDIO/PERFORMING ARTS	1.49	1.64	1.61	1.86	1.50	1.54	1.73	1.15	1.07	0.91	1.21
COMMUNICATIONS	0.88	1.03	0.79	0.88	0.96	0.87	0.81	0.52	0.63	0.60	0.82
BUSINESS	3.47	4.93	5.93	7.05	6.97	6.76	7.03	6.09	4.91	5.36	7.12
EDUCATION	0.93	0.70	0.71	0.72	0.63	0.28	0.42	0.32	0.23	0.36	0.48
VOCATIONAL FIELDS	0.91	1.28	1.12	1.30	1.24	1.23	1.30	1.11	0.85	0.83	0.71
OTHER/MISSING/UNDECIDED	39.65	34.38	32.07	23.12	23.08	23.51	21.10	23.08	34.11	37.36	27.90
TOTAL OF NON SCIENCE FIELDS	60.61	62.10	60.65	55.40	53.55	52.93	50.67	50.72	57.99	61.21	55.44

PERCENT OF STUDENTS SCORING HIGHER THAN THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM

ALL STUDENTS

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	5.29	7.80	7.75	7.97	7.77	8.10	8.14	7.96	8.13	8.51	7.36
OTHER HEALTH FIELDS	5.19	7.15	7.41	7.71	6.26	6.18	5.86	5.01	4.69	5.26	4.05
PRELAW	0.00	2.25	3.96	3.85	3.34	3.44	3.43	3.11	2.93	3.11	2.60
HUMANITIES	2.30	1.92	1.85	2.11	1.85	1.87	1.95	1.74	1.69	2.00	1.83
HISTORY & CULTURE	0.84	0.62	0.51	0.55	0.51	0.44	0.47	0.44	0.38	0.47	0.44
FOREIGN LANGUAGES	1.26	1.03	0.90	0.97	0.78	0.83	0.88	0.80	0.77	1.00	0.99
STUDIO/PERFORMING ARTS	2.61	3.04	3.05	3.56	2.80	2.79	2.69	2.25	1.87	2.26	2.31
COMMUNICATIONS	1.34	1.55	1.53	1.88	1.69	1.82	1.73	1.53	1.50	1.84	2.02
BUSINESS	5.07	6.65	8.02	9.74	8.91	9.18	9.48	8.48	8.27	10.30	10.85
EDUCATION	2.77	2.52	2.26	2.28	1.61	1.73	1.64	1.29	1.26	1.73	1.77
VOCATIONAL FIELDS	1.34	1.59	1.54	1.72	1.49	1.52	1.57	1.38	1.18	1.17	0.78
OTHER/MISSING/UNDECIDED	27.10	23.48	17.21	11.64	17.52	15.46	11.81	17.24	21.27	16.25	20.87
TOTAL OF NON SCIENCE FIELDS	55.11	59.60	55.99	53.99	54.54	53.35	49.64	51.22	53.94	53.90	56.06

NUMBER OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV

WHITE MALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	8149	5395	4936	4179	3727	3554	3373	3198	3284	3288	2700
COMPUTER SCIENCE	4645	5569	7378	9804	12022	16281	22103	29280	29360	22787	15991
PHYSICAL SCIENCES	2615	4014	4083	4080	4181	3911	3621	3321	3253	3426	3248
ARCHITECTURE/ENVIR. ENG.	9980	8647	9352	9380	9664	9454	8684	7509	7162	7779	8599
ENGINEERING	34275	41659	48112	52258	55775	58185	60505	57706	53464	53382	54009
LIFE SCIENCES	32553	14418	14239	13495	12330	11779	11008	10129	9269	9194	10130
EARTH & ENVIRONMENTAL SCI.	5067	7192	7344	7045	6048	5542	5129	4292	3570	3463	3902
PSYCHOLOGY	5423	4281	4392	4324	4113	3935	3866	3794	3905	4504	4718
SOCIAL SCIENCES	13223	14741	14287	12911	11408	10988	10415	10319	10556	11430	13572
INTERDISCIPL./OTHER SCIENCES	6707	2250	2483	2339	2121	1802	1693	1478	1350	1350	902
TOTAL OF SCIENCE, MATH & ENGINEERING	122637	108166	116606	119815	121389	125431	130397	131026	125173	120603	117771

NUMBER OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV

WHITE FEMALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	5940	4346	4131	3615	3490	3402	3322	3317	3659	3568	2684
COMPUTER SCIENCE	2023	2887	4098	5857	7766	10988	15692	19049	16344	9607	6340
PHYSICAL SCIENCES	724	1180	1217	1264	1317	1276	1360	1309	1389	1416	1270
ARCHITECTURE/ENVIR. ENG.	1619	1893	2054	2308	2694	2556	2447	1997	1986	2107	2516
ENGINEERING	2036	3599	4454	5547	7017	7893	9228	9317	8494	8001	8336
LIFE SCIENCES	22590	14234	13662	12789	11847	11626	10703	9986	9411	9042	10376
EARTH & ENVIRONMENTAL SCI.	1834	2868	2935	3010	2642	2529	2421	2051	1780	1944	2675
PSYCHOLOGY	14764	13673	15842	16882	17185	17227	17342	16721	17408	20700	21397
SOCIAL SCIENCES	11559	17087	17583	16549	14770	13529	11955	11000	11587	11875	14572
INTERDISCIPL./OTHER SCIENCES	2082	783	890	970	893	763	728	725	775	661	481
TOTAL OF SCIENCE, MATH & ENGINEERING	65171	62550	66866	68791	69621	71789	75198	75472	72833	68921	70647

NUMBER OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV

BLACK MALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	436	297	303	297	252	256	245	219	200	243	146
COMPUTER SCIENCE	570	746	1023	1215	1476	2039	2554	3579	3715	2999	2612
PHYSICAL SCIENCES	117	146	155	169	151	165	146	140	130	162	125
ARCHITECTURE/ENVIR. ENG.	664	702	803	819	916	861	841	718	670	660	721
ENGINEERING	2458	3234	3847	4273	4765	4956	4917	4761	4494	4487	4948
LIFE SCIENCES	1197	719	744	730	665	646	614	536	559	498	572
EARTH & ENVIRONMENTAL SCI.	118	138	182	173	121	112	99	81	69	64	78
PSYCHOLOGY	648	595	593	583	546	454	426	359	376	419	431
SOCIAL SCIENCES	733	1204	1284	1137	1007	948	839	733	772	755	1050
INTERDISCIPL./OTHER SCIENCES	167	67	77	80	41	56	44	40	36	40	18
TOTAL OF SCIENCE, MATH & ENGINEERING	7108	7848	9011	9476	9940	10493	10725	11166	11021	10327	10701

NUMBER OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV

BLACK FEMALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	452	361	343	310	290	235	241	201	236	284	188
COMPUTER SCIENCE	555	689	1009	1343	1748	2554	3409	4576	4566	3431	3230
PHYSICAL SCIENCES	65	111	137	123	132	122	121	122	144	117	99
ARCHITECTURE/ENVIR. ENG.	104	188	224	256	301	302	297	197	208	218	230
ENGINEERING	283	518	759	943	1274	1406	1655	1529	1530	1513	1954
LIFE SCIENCES	1267	739	792	685	746	734	725	667	742	692	938
EARTH & ENVIRONMENTAL SCI.	32	44	62	52	55	67	54	40	36	34	37
PSYCHOLOGY	1881	1912	2317	2331	2317	2056	1829	1481	1470	1726	1871
SOCIAL SCIENCES	1010	2490	2797	2542	2226	1918	1588	1255	1227	1339	1992
INTERDISCIPL./OTHER SCIENCES	128	48	66	45	57	38	46	32	31	40	17
TOTAL OF SCIENCE, MATH & ENGINEERING	5777	7100	8506	8630	9146	9432	9965	10100	10190	9394	10556

NUMBER OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV

OTHER STUDENTS

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	1036	797	863	817	768	705	755	778	807	886	728
COMPUTER SCIENCE	910	1430	2109	3027	3797	5130	7292	9269	9596	7619	6087
PHYSICAL SCIENCES	409	586	722	718	771	712	733	669	780	803	741
ARCHITECTURE/ENVIR. ENG.	1267	1549	1687	1814	2186	2214	2130	1860	1845	1974	2631
ENGINEERING	4151	6604	8278	9415	10994	11719	12888	12855	13219	13915	16727
LIFE SCIENCES	4468	3023	3222	3069	3035	2880	2948	2872	3129	3169	3982
EARTH & ENVIRONMENTAL SCI.	570	818	846	812	776	724	644	520	474	488	611
PSYCHOLOGY	1897	2142	2531	2625	2612	2590	2581	2428	2585	3153	3634
SOCIAL SCIENCES	1951	3945	4327	3798	3492	3273	3052	2918	3009	3288	4130
INTERDISCIPL./OTHER SCIENCES	630	309	341	348	310	276	274	297	286	282	166
TOTAL OF SCIENCE, MATH & ENGINEERING	17289	21203	24926	26443	28741	30223	33297	34466	35730	35577	39437

NUMBER OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV

ALL STUDENTS

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	16013	11196	10576	9218	8527	8152	7936	7713	8186	8269	6446
COMPUTER SCIENCE	8703	11321	15617	21246	26809	36992	51050	65753	63581	46443	34260
PHYSICAL SCIENCES	3930	6037	6314	6354	6552	6186	5981	5561	5696	5924	5483
ARCHITECTURE/ENVIR. ENG.	13634	12979	14120	14577	15761	15387	14399	12281	11871	12738	14697
ENGINEERING	43203	55614	65450	72436	79825	84159	89193	86168	81201	81293	85974
LIFE SCIENCES	62075	33133	32659	30768	28623	27665	25998	24190	23110	22595	25998
EARTH & ENVIRONMENTAL SCI.	7621	11060	11369	11092	9642	8974	8347	6984	5929	5993	7303
PSYCHOLOGY	24613	22603	25675	26745	26773	26262	26044	24783	25744	30502	32051
SOCIAL SCIENCES	28476	39467	40278	36937	32903	30656	27849	26225	27151	28687	35316
INTERDISCIPL./OTHER SCIENCES	9714	3457	3857	3782	3422	2935	2785	2572	2478	2373	1584
TOTAL OF SCIENCE, MATH & ENGINEERING	217982	206867	225915	233155	238837	247368	259582	262230	254947	244822	249112

PERCENT OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV

WHITE MALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	2.73	2.09	1.87	1.62	1.42	1.37	1.19	1.21	1.27	1.26	1.11
COMPUTER SCIENCE	1.40	1.95	2.46	3.35	3.99	5.46	6.75	9.50	9.50	7.38	4.92
PHYSICAL SCIENCES	1.49	2.43	2.48	2.50	2.52	2.44	2.21	2.12	2.17	2.23	2.12
ARCHITECTURE/ENVIR. ENG.	2.28	2.19	2.17	2.30	2.29	2.32	1.89	1.82	1.74	1.87	2.02
ENGINEERING	10.51	14.20	15.65	17.68	18.80	20.31	20.46	21.47	20.54	19.83	20.13
LIFE SCIENCES	10.44	4.76	4.42	4.34	3.85	3.93	3.53	3.54	3.38	3.31	3.53
EARTH & ENVIRONMENTAL SCI.	1.52	2.28	2.21	2.19	1.87	1.77	1.45	1.38	1.15	1.10	1.21
PSYCHOLOGY	1.82	1.57	1.51	1.54	1.47	1.39	1.34	1.41	1.41	1.64	1.63
SOCIAL SCIENCES	5.00	5.20	4.54	4.33	4.01	4.03	3.77	3.92	4.03	4.32	4.83
INTERDISCIPL./OTHER SCIENCES	3.03	1.28	1.37	1.28	1.15	1.00	0.89	0.82	0.79	0.74	0.52
TOTAL OF SCIENCE, MATH & ENGINEERING	40.22	37.95	38.68	41.13	41.37	44.03	43.49	47.18	45.97	43.69	42.00

PERCENT OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV

WHITE FEMALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	2.12	1.61	1.60	1.27	1.30	1.25	1.22	1.22	1.42	1.42	1.06
COMPUTER SCIENCE	0.64	0.94	1.32	1.78	2.47	3.31	4.48	5.17	4.24	2.56	1.50
PHYSICAL SCIENCES	0.39	0.66	0.68	0.72	0.75	0.72	0.71	0.71	0.78	0.83	0.74
ARCHITECTURE/ENVIR. ENG.	0.60	0.66	0.71	0.74	0.87	0.83	0.72	0.63	0.63	0.70	0.81
ENGINEERING	1.05	1.90	2.29	2.74	3.46	3.85	4.39	4.50	4.21	3.98	3.87
LIFE SCIENCES	8.60	5.54	5.47	4.91	4.72	4.53	4.19	4.03	4.06	4.04	4.25
EARTH & ENVIRONMENTAL SCI.	0.69	1.11	1.12	1.08	1.00	0.93	0.85	0.76	0.66	0.74	0.97
PSYCHOLOGY	4.63	4.31	4.89	4.81	5.32	5.15	4.90	4.89	5.12	6.30	6.27
SOCIAL SCIENCES	4.40	5.86	5.87	5.38	5.25	4.68	4.40	4.17	4.50	4.83	5.30
INTERDISCIPL./OTHER SCIENCES	0.87	0.43	0.50	0.52	0.47	0.42	0.40	0.39	0.43	0.38	0.28
TOTAL OF SCIENCE, MATH & ENGINEERING	23.99	23.01	24.45	23.95	25.62	25.66	26.26	26.45	26.05	25.76	25.06

PERCENT OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV

BLACK MALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	1.45	0.90	0.79	0.85	0.59	0.69	0.59	0.61	0.56	0.65	0.60
COMPUTER SCIENCE	2.07	2.70	3.85	4.03	5.08	7.13	9.56	12.72	13.04	10.48	7.97
PHYSICAL SCIENCES	0.78	0.92	0.94	0.99	0.98	1.03	0.87	1.00	0.72	0.99	0.77
ARCHITECTURE/ENVIR. ENG.	2.54	2.05	2.67	2.37	2.61	2.59	2.64	2.10	2.18	2.02	2.16
ENGINEERING	10.09	13.39	16.66	17.37	19.34	20.27	21.10	20.05	19.81	19.14	20.39
LIFE SCIENCES	5.72	2.96	2.97	2.66	2.44	2.66	2.66	2.32	2.39	2.14	2.47
EARTH & ENVIRONMENTAL SCI.	0.63	0.71	0.86	0.73	0.57	0.49	0.43	0.34	0.28	0.34	0.35
PSYCHOLOGY	3.08	2.46	2.35	2.15	1.97	1.64	1.66	1.56	1.48	1.89	1.88
SOCIAL SCIENCES	3.60	4.47	4.60	3.88	3.51	3.52	3.12	2.76	2.77	2.84	3.37
INTERDISCIPL./OTHER SCIENCES	0.93	0.27	0.33	0.39	0.22	0.33	0.22	0.22	0.15	0.19	0.11
TOTAL OF SCIENCE, MATH & ENGINEERING	30.89	30.83	36.03	35.43	37.31	40.36	42.83	43.69	43.38	40.67	40.06

PERCENT OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV

BLACK FEMALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	1.23	0.89	0.92	0.67	0.61	0.54	0.49	0.56	0.57	0.69	0.53
COMPUTER SCIENCE	1.35	1.72	2.52	2.93	3.91	5.69	7.60	9.68	9.79	7.26	5.46
PHYSICAL SCIENCES	0.23	0.37	0.48	0.44	0.45	0.44	0.45	0.44	0.55	0.52	0.37
ARCHITECTURE/ENVIR. ENG.	0.39	0.53	0.71	0.70	0.81	0.78	0.72	0.55	0.58	0.64	0.62
ENGINEERING	1.21	2.58	3.23	3.97	5.00	5.20	6.11	6.10	5.99	5.67	6.25
LIFE SCIENCES	4.73	2.55	2.50	2.28	2.39	2.46	2.43	2.35	2.77	2.66	3.03
EARTH & ENVIRONMENTAL SCI.	0.17	0.18	0.25	0.22	0.20	0.22	0.19	0.14	0.13	0.14	0.11
PSYCHOLOGY	5.89	5.61	6.43	6.23	6.18	5.35	4.80	4.17	4.36	5.37	5.49
SOCIAL SCIENCES	3.35	5.81	6.41	5.61	4.80	4.29	3.88	3.32	3.34	3.55	4.04
INTERDISCIPL./OTHER SCIENCES	0.38	0.15	0.18	0.12	0.16	0.15	0.13	0.12	0.11	0.14	0.09
TOTAL OF SCIENCE, MATH & ENGINEERING	18.92	20.38	23.62	23.17	24.51	25.12	26.81	27.44	28.20	26.64	25.98

PERCENT OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV

OTHER STUDENTS

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	1.53	1.03	0.98	0.91	0.80	0.71	0.69	0.68	0.59	0.61	0.61
COMPUTER SCIENCE	0.86	1.31	1.82	2.38	3.05	4.17	5.27	7.26	5.75	3.99	3.32
PHYSICAL SCIENCES	0.83	1.07	1.24	1.25	1.20	1.17	1.13	1.11	0.95	0.93	1.01
ARCHITECTURE/ENVIR. ENG.	1.28	1.28	1.40	1.36	1.74	1.75	1.51	1.32	1.08	1.06	1.55
ENGINEERING	4.63	6.65	8.22	9.19	10.76	11.78	11.92	12.32	10.70	9.77	12.78
LIFE SCIENCES	6.93	3.87	4.16	3.83	3.50	3.51	3.26	3.42	3.11	2.87	3.88
EARTH & ENVIRONMENTAL SCI.	0.85	1.04	1.06	1.03	0.94	0.89	0.70	0.58	0.47	0.40	0.58
PSYCHOLOGY	2.48	2.36	2.68	2.64	2.53	2.63	2.40	2.49	2.05	2.27	2.92
SOCIAL SCIENCES	3.16	4.37	4.67	3.95	3.72	3.51	3.14	3.14	2.80	2.63	3.56
INTERDISCIPL./OTHER SCIENCES	1.22	0.62	0.63	0.61	0.55	0.54	0.39	0.47	0.36	0.31	0.23
TOTAL OF SCIENCE, MATH & ENGINEERING	23.76	23.61	26.88	27.16	28.81	30.66	30.41	32.80	27.85	24.85	30.45

PERCENT OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV

ALL STUDENTS

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	2.25	1.68	1.57	1.32	1.22	1.18	1.08	1.09	1.17	1.17	0.97
COMPUTER SCIENCE	1.05	1.47	1.96	2.59	3.28	4.48	5.77	7.56	6.97	5.03	3.44
PHYSICAL SCIENCES	0.89	1.39	1.44	1.46	1.47	1.42	1.33	1.29	1.30	1.35	1.27
ARCHITECTURE/ENVIR. ENG.	1.40	1.36	1.42	1.46	1.57	1.57	1.33	1.21	1.15	1.22	1.40
ENGINEERING	5.54	7.65	8.68	9.80	10.81	11.70	12.09	12.53	11.79	11.26	11.87
LIFE SCIENCES	8.94	4.82	4.68	4.36	4.04	4.01	3.68	3.62	3.55	3.46	3.81
EARTH & ENVIRONMENTAL SCI.	1.02	1.50	1.48	1.45	1.27	1.19	1.01	0.92	0.77	0.78	0.93
PSYCHOLOGY	3.28	3.03	3.31	3.28	3.45	3.30	3.12	3.11	3.14	3.77	3.87
SOCIAL SCIENCES	4.46	5.39	5.20	4.77	4.51	4.23	3.93	3.85	3.96	4.17	4.73
INTERDISCIPL./OTHER SCIENCES	1.77	0.77	0.83	0.80	0.71	0.64	0.56	0.54	0.53	0.48	0.34
TOTAL OF SCIENCE, MATH & ENGINEERING	30.60	29.05	30.59	31.29	32.34	33.72	33.90	35.73	34.34	32.68	32.64

151

152

NUMBER OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM

WHITE MALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	6330	4178	3670	3170	2810	2753	2668	2637	2658	2604	2124
COMPUTER SCIENCE	4195	5083	6620	8973	10963	15265	20888	28024	28787	21869	15394
PHYSICAL SCIENCES	2431	3763	3781	3953	3837	3855	3457	3266	3301	3363	3176
ARCHITECTURE/ENVIR. ENG.	9646	8484	9108	9156	9430	9279	8524	7421	7226	7689	8520
ENGINEERING	31517	38627	43965	48426	51242	54242	56098	54039	51218	49825	50148
LIFE SCIENCES	32815	14703	14459	13792	12529	12093	11321	10411	9742	9542	10408
EARTH & ENVIRONMENTAL SCI.	5226	7384	7487	7239	6151	5710	5241	4415	3742	3555	4020
PSYCHOLOGY	5832	4544	4650	4568	4358	4170	4119	4044	4220	4765	5014
SOCIAL SCIENCES	14365	15932	15246	13807	12214	11759	11341	11262	11756	12431	14698
INTERDISCIPL./OTHER SCIENCES	6272	2082	2265	2216	1967	1705	1575	1414	1356	1286	883
TOTAL OF SCIENCE, MATH & ENGINEERING	118629	104780	111251	115300	115501	120831	125232	126933	124006	116929	114385

NUMBER OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM

WHITE FEMALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	4205	3030	2966	2532	2552	2404	2414	2434	2717	2572	1895
COMPUTER SCIENCE	1713	2399	3628	5016	6938	9737	14089	17471	15331	8874	5923
PHYSICAL SCIENCES	626	1025	1125	1153	1247	1181	1247	1226	1348	1336	1137
ARCHITECTURE/ENVIR. ENG.	1495	1713	1920	2107	2518	2357	2227	1857	1882	1947	2347
ENGINEERING	1482	2667	3547	4249	5654	6282	7273	7401	6878	6235	6485
LIFE SCIENCES	22518	14143	13993	12875	12227	11712	10783	10130	9736	9200	10435
EARTH & ENVIRONMENTAL SCI.	1855	2919	3060	3094	2749	2579	2463	2091	1869	2049	2709
PSYCHOLOGY	15149	13961	16463	17356	17807	17523	17643	17055	17810	21020	21655
SOCIAL SCIENCES	12400	17891	18831	17560	15804	14272	12849	11806	12554	12846	15468
INTERDISCIPL./OTHER SCIENCES	1861	637	810	882	828	677	668	646	716	594	423
TOTAL OF SCIENCE, MATH & ENGINEERING	63304	60385	66343	66824	68324	68724	71656	72117	70841	66673	68477

NUMBER OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM

BLACK MALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	364	263	261	269	234	230	216	191	174	214	115
COMPUTER SCIENCE	554	717	990	1177	1454	1976	2535	3563	3621	2947	2568
PHYSICAL SCIENCES	122	141	154	170	152	166	150	147	126	152	123
ARCHITECTURE/ENVIR. ENG.	652	683	776	808	902	845	828	712	649	646	709
ENGINEERING	2315	2991	3621	4047	4504	4681	4632	4502	4231	4157	4610
LIFE SCIENCES	1215	750	765	737	695	665	651	545	568	511	582
EARTH & ENVIRONMENTAL SCI.	128	150	196	181	134	124	105	86	70	70	78
PSYCHOLOGY	682	625	625	602	583	483	443	385	403	448	455
SOCIAL SCIENCES	776	1258	1322	1173	1055	1000	883	788	833	790	1116
INTERDISCIPL./OTHER SCIENCES	156	66	75	75	41	53	42	40	37	34	19
TOTAL OF SCIENCE, MATH & ENGINEERING	6964	7644	8785	9239	9754	10223	10485	10959	10712	9969	10375

NUMBER OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM

BLACK FEMALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	362	297	260	255	245	193	191	162	193	232	145
COMPUTER SCIENCE	523	642	939	1250	1670	2393	3219	4438	4463	3303	3133
PHYSICAL SCIENCES	63	95	134	123	120	113	108	119	141	119	97
ARCHITECTURE/ENVIR. ENG.	93	176	203	236	295	279	283	190	205	205	224
ENGINEERING	237	402	590	793	1068	1200	1469	1357	1334	1260	1680
LIFE SCIENCES	1281	765	778	688	747	749	744	697	759	699	951
EARTH & ENVIRONMENTAL SCI.	38	45	73	54	53	68	56	43	35	42	38
PSYCHOLOGY	1985	1974	2360	2416	2410	2123	1887	1568	1570	1801	1959
SOCIAL SCIENCES	1074	2568	2881	2624	2308	1991	1682	1359	1296	1413	2067
INTERDISCIPL./OTHER SCIENCES	124	45	62	43	55	34	42	33	30	39	19
TOTAL OF SCIENCE, MATH & ENGINEERING	5780	7009	8280	8482	8971	9143	9681	9966	10026	9113	10313

NUMBER OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM

OTHER STUDENTS

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	786	632	691	648	615	588	617	624	670	746	591
COMPUTER SCIENCE	776	1256	1863	2719	3436	4692	6688	8736	9037	7069	5762
PHYSICAL SCIENCES	332	511	631	618	669	629	644	627	683	711	648
ARCHITECTURE/ENVIR. ENG.	1197	1463	1594	1716	2067	2100	2036	1781	1775	1927	2542
ENGINEERING	3482	5605	7275	8225	9564	10429	11392	11614	11701	12159	14892
LIFE SCIENCES	4435	3067	3333	3124	3054	2982	3016	2971	3183	3152	4011
EARTH & ENVIRONMENTAL SCI.	562	831	887	856	799	768	680	554	504	502	655
PSYCHOLOGY	1999	2249	2677	2766	2757	2754	2741	2598	2696	3292	3789
SOCIAL SCIENCES	2105	4160	4636	4056	3753	3502	3269	3175	3251	3475	4457
INTERDISCIPL./OTHER SCIENCES	554	262	314	326	284	255	254	280	262	249	151
TOTAL OF SCIENCE, MATH & ENGINEERING	16228	20036	23901	25054	26998	28699	31337	32960	33762	33282	37498

NUMBER OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM

ALL STUDENTS

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	12047	8400	7848	6874	6456	6168	6106	6048	6412	6363	4870
COMPUTER SCIENCE	7761	10097	14040	19135	24461	34063	47419	62232	61239	44062	32780
PHYSICAL SCIENCES	3574	5535	5825	6017	6025	5944	5606	5385	5599	5681	5181
ARCHITECTURE/ENVIR. ENG.	13083	12519	13601	14023	15212	14860	13898	11961	11737	12414	14342
ENGINEERING	39033	50292	58998	65740	72032	76834	80864	78913	75362	73635	77815
LIFE SCIENCES	62264	33428	33328	31216	29252	28201	26515	24754	23988	23104	26387
EARTH & ENVIRONMENTAL SCI.	7809	11329	11703	11424	9886	9249	8545	7189	6220	6218	7500
PSYCHOLOGY	25647	23353	26775	27708	27915	27053	26833	25650	26699	31326	32872
SOCIAL SCIENCES	30720	41809	42916	39220	35134	32524	30024	28390	29690	30955	37806
INTERDISCIPL./OTHER SCIENCES	8967	3092	3526	3542	3175	2724	2581	2413	2401	2202	1495
TOTAL OF SCIENCE, MATH & ENGINEERING	210905	199854	218560	224899	229548	237620	248391	252935	249347	235966	241048

PERCENT OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM

WHITE MALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	3.95	2.88	2.67	2.25	1.96	1.85	1.72	1.67	1.79	1.75	1.48
COMPUTER SCIENCE	1.76	2.40	3.07	3.94	4.80	6.33	8.18	10.80	11.12	8.43	5.59
PHYSICAL SCIENCES	1.58	2.55	2.65	2.61	2.63	2.48	2.32	2.19	2.26	2.23	2.17
ARCHITECTURE/ENVIR. ENG.	2.88	2.67	2.86	2.73	2.74	2.62	2.35	2.06	2.02	2.09	2.31
ENGINEERING	13.02	17.17	19.50	20.86	22.19	23.38	24.72	24.52	24.12	22.91	23.40
LIFE SCIENCES	10.49	4.62	4.40	4.02	3.61	3.52	3.27	3.17	3.13	3.01	3.25
EARTH & ENVIRONMENTAL SCI.	1.44	2.17	2.15	1.97	1.69	1.54	1.38	1.16	1.00	0.91	1.02
PSYCHOLOGY	1.51	1.26	1.21	1.19	1.11	1.07	1.04	1.07	1.08	1.21	1.30
SOCIAL SCIENCES	4.51	4.32	3.89	3.51	3.24	3.19	3.06	3.07	3.25	3.37	3.83
INTERDISCIPL./OTHER SCIENCES	3.31	1.37	1.49	1.35	1.20	1.03	0.94	0.85	0.82	0.76	0.53
TOTAL OF SCIENCE, MATH & ENGINEERING	44.43	41.42	43.89	44.43	45.17	47.01	48.98	50.57	50.60	46.73	44.87

PERCENT OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM

WHITE FEMALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	2.96	2.25	2.17	1.84	1.77	1.70	1.68	1.72	1.97	1.96	1.41
COMPUTER SCIENCE	0.85	1.24	1.73	2.38	3.10	4.15	5.80	6.83	5.74	3.43	1.88
PHYSICAL SCIENCES	0.41	0.71	0.73	0.78	0.80	0.75	0.77	0.77	0.85	0.89	0.78
ARCHITECTURE/ENVIR. ENG.	0.69	0.81	0.87	0.94	1.05	0.98	0.91	0.78	0.79	0.85	0.94
ENGINEERING	1.17	2.17	2.62	3.18	3.93	4.40	5.15	5.29	4.97	4.69	4.48
LIFE SCIENCES	8.73	5.49	5.38	4.89	4.45	4.30	4.07	3.95	4.02	4.03	4.06
EARTH & ENVIRONMENTAL SCI.	0.63	1.06	1.07	1.05	0.91	0.85	0.79	0.71	0.63	0.71	0.85
PSYCHOLOGY	4.15	3.82	4.43	4.50	4.53	4.54	4.42	4.46	4.82	5.82	5.41
SOCIAL SCIENCES	4.16	5.14	5.12	4.75	4.38	4.00	3.82	3.63	3.98	4.29	4.50
INTERDISCIPL./OTHER SCIENCES	1.00	0.47	0.53	0.57	0.49	0.45	0.43	0.43	0.46	0.42	0.29
TOTAL OF SCIENCE, MATH & ENGINEERING	24.76	23.15	24.65	24.87	25.41	26.12	27.84	28.56	28.22	27.08	24.60

PERCENT OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM

BLACK MALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	2.27	1.46	1.23	1.24	0.93	1.06	0.93	0.98	0.83	1.13	0.79
COMPUTER SCIENCE	2.37	3.16	4.18	4.69	5.39	7.40	9.84	14.03	13.82	11.96	8.88
PHYSICAL SCIENCES	0.84	1.02	1.01	1.01	0.93	0.96	0.89	1.03	0.72	1.00	0.78
ARCHITECTURE/ENVIR. ENG.	2.91	2.48	2.98	2.77	2.99	2.76	2.86	2.58	2.26	2.34	2.46
ENGINEERING	11.66	15.46	18.65	20.30	21.70	22.11	23.32	23.27	21.76	22.09	23.18
LIFE SCIENCES	5.76	2.82	2.83	2.82	2.29	2.34	2.41	2.23	2.12	2.11	2.30
EARTH & ENVIRONMENTAL SCI.	0.53	0.57	0.72	0.76	0.51	0.42	0.40	0.34	0.20	0.28	0.32
PSYCHOLOGY	2.60	1.99	1.83	1.85	1.66	1.37	1.25	1.14	1.14	1.59	1.47
SOCIAL SCIENCES	3.20	3.79	3.67	3.55	2.83	2.74	2.58	2.37	2.05	2.42	3.09
INTERDISCIPL./OTHER SCIENCES	0.91	0.27	0.35	0.38	0.22	0.32	0.24	0.21	0.16	0.19	0.09
TOTAL OF SCIENCE, MATH & ENGINEERING	33.05	33.01	37.45	39.37	39.46	41.48	44.73	48.16	45.08	45.10	43.35

PERCENT OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM

BLACK FEMALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	1.84	1.38	1.22	0.99	0.96	0.79	0.76	0.72	0.86	1.08	0.74
COMPUTER SCIENCE	1.59	1.99	2.85	3.27	4.61	6.58	8.71	11.26	11.77	8.43	6.43
PHYSICAL SCIENCES	0.28	0.41	0.52	0.45	0.50	0.46	0.43	0.51	0.59	0.53	0.42
ARCHITECTURE/ENVIR. ENG.	0.45	0.62	0.77	0.82	0.88	0.93	0.80	0.59	0.67	0.69	0.66
ENGINEERING	1.40	2.88	3.49	4.23	5.50	5.93	6.79	6.78	6.94	6.27	7.22
LIFE SCIENCES	4.81	2.51	2.51	2.11	2.28	2.33	2.25	2.21	2.74	2.50	2.80
EARTH & ENVIRONMENTAL SCI.	0.13	0.18	0.25	0.20	0.17	0.20	0.16	0.14	0.13	0.11	0.09
PSYCHOLOGY	5.68	5.36	5.90	5.32	5.45	4.88	4.13	3.56	3.79	4.54	4.57
SOCIAL SCIENCES	3.19	5.42	5.77	4.77	4.36	3.66	3.20	2.75	2.89	3.01	3.37
INTERDISCIPL./OTHER SCIENCES	0.40	0.15	0.23	0.12	0.18	0.13	0.12	0.12	0.11	0.13	0.10
TOTAL OF SCIENCE, MATH & ENGINEERING	19.79	20.89	23.50	22.28	24.88	25.88	27.34	28.67	30.49	27.35	26.40

PERCENT OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM

OTHER STUDENTS

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	2.11	1.50	1.45	1.32	1.18	1.06	1.06	1.07	0.95	0.97	0.87
COMPUTER SCIENCE	1.34	1.90	2.62	3.54	4.25	5.70	7.28	9.04	7.69	5.70	4.28
PHYSICAL SCIENCES	1.01	1.29	1.46	1.44	1.42	1.38	1.31	1.25	1.11	1.13	1.15
ARCHITECTURE/ENVIR. ENG.	1.80	1.85	1.89	1.86	2.21	2.14	1.91	1.64	1.36	1.40	1.96
ENGINEERING	6.92	9.95	11.79	13.21	14.56	15.58	16.34	16.41	14.58	13.96	17.52
LIFE SCIENCES	7.10	4.02	4.13	3.81	3.42	3.26	3.27	3.40	3.13	3.01	3.94
EARTH & ENVIRONMENTAL SCI.	0.88	1.03	0.96	0.94	0.78	0.73	0.60	0.47	0.37	0.35	0.49
PSYCHOLOGY	2.04	1.89	1.93	1.87	1.87	1.83	1.69	1.72	1.45	1.65	1.98
SOCIAL SCIENCES	2.90	3.63	3.76	3.24	3.05	2.83	2.51	2.49	2.21	2.19	2.83
INTERDISCIPL./OTHER SCIENCES	1.37	0.70	0.70	0.71	0.60	0.55	0.46	0.50	0.41	0.35	0.26
TOTAL OF SCIENCE, MATH & ENGINEERING	27.48	27.76	30.70	31.94	33.33	35.05	36.42	38.01	33.27	30.72	35.27

PERCENT OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM

ALL STUDENTS

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
MATH & STATISTICS	3.21	2.34	2.20	1.87	1.70	1.61	1.54	1.54	1.66	1.65	1.30
COMPUTER SCIENCE	1.35	1.86	2.49	3.24	4.04	5.40	7.17	9.08	8.57	6.14	4.06
PHYSICAL SCIENCES	0.95	1.49	1.56	1.55	1.56	1.48	1.41	1.37	1.39	1.43	1.33
ARCHITECTURE/ENVIR. ENG.	1.75	1.70	1.82	1.79	1.89	1.81	1.64	1.43	1.37	1.43	1.64
ENGINEERING	6.90	9.38	10.81	11.79	12.87	13.66	14.69	14.69	14.11	13.46	14.17
LIFE SCIENCES	9.03	4.75	4.63	4.22	3.82	3.71	3.52	3.44	3.43	3.36	3.62
EARTH & ENVIRONMENTAL SCI.	0.96	1.43	1.42	1.34	1.14	1.05	0.95	0.81	0.69	0.68	0.80
PSYCHOLOGY	2.89	2.62	2.88	2.87	2.85	2.80	2.67	2.66	2.77	3.27	3.21
SOCIAL SCIENCES	4.11	4.62	4.47	4.06	3.73	3.49	3.29	3.19	3.33	3.50	3.90
INTERDISCIPL./OTHER SCIENCES	1.95	0.82	0.90	0.86	0.75	0.66	0.61	0.57	0.56	0.51	0.36
TOTAL OF SCIENCE, MATH & ENGINEERING	33.10	31.02	33.18	33.59	34.35	35.66	37.49	38.77	37.89	35.43	34.38

NUMBER OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV BY INTENDED MAJOR

WHITE MALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	8508	11620	10427	10347	9993	10375	9761	9860	10251	10311	8664
OTHER HEALTH FIELDS	5842	9130	9228	9508	8549	7923	6399	6405	6452	6286	6230
PRELAW	0	6779	10762	10042	9243	9118	8393	8238	7559	7825	6910
HUMANITIES	5284	4297	3986	3863	3842	3834	3689	3669	3383	3761	3669
HISTORY & CULTURE	3242	2300	1871	1843	1705	1664	1581	1549	1426	1510	1511
FOREIGN LANGUAGES	764	665	628	626	653	713	667	690	677	692	793
STUDIO/PERFORMING ARTS	5885	7309	7398	8243	7723	7808	6667	6482	5930	6235	7389
COMMUNICATIONS	5455	5514	5697	6297	6210	6553	5890	6081	5578	5927	6046
BUSINESS	16738	20018	21448	24947	24528	23972	21494	22452	21899	25046	28311
EDUCATION	3397	3382	2889	2706	2388	2285	1776	1785	1783	1956	2550
VOCATIONAL FIELDS	3941	5488	5353	5891	5614	5966	5460	5582	5052	4633	4397
OTHER/MISSING/UNDECIDED	63618	42407	37800	28157	30030	25347	33738	23000	26024	26321	29826
TOTAL OF NON SCIENCE FIELDS	122674	118909	117487	112470	110478	105558	105515	95793	96014	100503	106296

NUMBER OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV BY INTENDED MAJOR

WHITE FEMALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	5945	7737	7399	7758	8278	8818	8730	8740	9180	9530	8551
OTHER HEALTH FIELDS	28253	30723	31997	28397	28242	26311	23844	23385	22708	21577	19794
PRELAW	0	4163	7323	6646	7409	7539	7717	7573	7599	7857	7387
HUMANITIES	9342	7241	7732	7569	7322	6771	6610	5847	5818	6250	5645
HISTORY & CULTURE	2624	1912	1630	1433	1310	1230	1151	1126	969	1113	907
FOREIGN LANGUAGES	5434	4277	4116	3990	3609	3660	3405	3188	3246	3571	3719
STUDIO/PERFORMING ARTS	13498	15936	17204	17294	17428	16071	13671	12441	11543	12359	13794
COMMUNICATIONS	5351	6687	7455	8213	8948	9181	8501	8384	8735	9332	11944
BUSINESS	11055	15989	21389	23427	28203	28416	27831	26541	27285	30530	33885
EDUCATION	16363	16490	15775	13289	13680	12964	10711	9307	9744	10562	13394
VOCATIONAL FIELDS	3959	3234	3365	3342	3509	3444	3261	2962	2770	2367	1985
OTHER/MISSING/UNDECIDED	58607	42260	28917	34786	23571	27695	33539	34511	33224	28204	28009
TOTAL OF NON SCIENCE FIELDS	160431	156649	154302	156144	151509	152100	148971	144005	142821	143252	149014

NUMBER OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV BY INTENDED MAJOR

BLACK MALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	653	874	836	792	848	834	831	796	846	760	744
OTHER HEALTH FIELDS	607	811	887	955	763	755	643	616	632	559	619
PRELAW	0	594	750	816	726	709	705	657	670	601	616
HUMANITIES	217	171	195	183	137	164	142	121	143	121	113
HISTORY & CULTURE	212	132	111	94	80	60	65	64	45	51	56
FOREIGN LANGUAGES	32	45	36	37	34	44	41	23	32	30	54
STUDIO/PERFORMING ARTS	615	754	936	896	822	800	668	588	614	519	610
COMMUNICATIONS	530	556	749	717	787	755	739	615	645	611	721
BUSINESS	1434	1791	2355	2510	2430	2470	2335	2024	2232	2537	3242
EDUCATION	456	457	430	356	307	269	197	163	184	152	221
VOCATIONAL FIELDS	458	512	560	634	605	705	625	653	620	520	597
OTHER/MISSING/UNDECIDED	5290	4225	2733	2815	3117	2418	2488	2725	2303	2810	2453
TOTAL OF NON SCIENCE FIELDS	10504	10922	10578	10805	10656	9983	9479	9045	8966	9271	10046

NUMBER OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV BY INTENDED MAJOR

BLACK FEMALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	1093	1488	1642	1699	1824	1858	1791	1807	1946	1988	2037
OTHER HEALTH FIELDS	2781	3694	3853	3512	3262	2880	3002	2842	2938	2755	2436
PRELAW	0	832	1221	1172	1189	1146	1133	1090	1099	1256	1349
HUMANITIES	492	385	365	353	293	281	266	254	269	232	189
HISTORY & CULTURE	155	70	46	50	49	36	36	25	27	37	33
FOREIGN LANGUAGES	182	174	178	167	157	169	165	154	148	168	166
STUDIO/PERFORMING ARTS	891	1273	1480	1434	1337	1169	1029	813	796	890	905
COMMUNICATIONS	763	993	1164	1271	1411	1380	1393	1289	1322	1402	1549
BUSINESS	1906	2880	3550	4042	4220	4095	3982	3657	3788	4500	5115
EDUCATION	1289	1397	1300	1113	984	757	595	520	525	533	690
VOCATIONAL FIELDS	395	484	554	507	620	612	618	729	693	629	426
OTHER/MISSING/UNDECIDED	8103	5398	3544	3905	3952	4521	4072	4341	3602	3036	3344
TOTAL OF NON SCIENCE FIELDS	18050	19068	18897	19225	19298	18904	18082	17521	17153	17426	18239

NUMBER OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV BY INTENDED MAJOR

OTHER STUDENTS

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	1854	2883	3263	3394	3760	4094	4112	4672	4870	5123	5982
OTHER HEALTH FIELDS	2701	4012	5016	4775	4347	4341	4256	4442	4008	3950	4156
PRELAW	0	1218	2065	1778	1913	1880	1828	1866	1700	1758	2061
HUMANITIES	1076	1014	1025	1039	1094	1023	896	965	896	909	970
HISTORY & CULTURE	396	302	315	276	275	220	256	242	203	219	222
FOREIGN LANGUAGES	462	500	539	503	485	452	445	440	424	436	534
STUDIO/PERFORMING ARTS	1543	2174	2817	2818	2845	2782	2495	2468	2115	2113	2973
COMMUNICATIONS	774	1103	1317	1491	1446	1626	1583	1562	1504	1569	2212
BUSINESS	2121	3568	5207	5551	6223	6804	6678	6679	6328	7291	10519
EDUCATION	1199	1533	1651	1405	1454	1364	1221	1096	978	982	1515
VOCATIONAL FIELDS	586	870	1145	1120	1107	1316	1307	1373	1099	993	1136
OTHER/MISSING/UNDECIDED	23581	22666	17593	17747	18273	16749	19251	17020	27601	33159	21171
TOTAL OF NON SCIENCE FIELDS	36293	41843	41953	41897	43222	42651	44328	42825	51726	58502	53451

NUMBER OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV BY INTENDED MAJOR

ALL STUDENTS

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	18053	24602	23567	23990	24703	25979	25225	25875	27093	27712	25978
OTHER HEALTH FIELDS	40184	48370	50981	47147	45163	42210	38144	37690	36738	35127	33235
PRELAW	0	13586	22121	20454	20480	20392	19776	19424	18627	19297	18323
HUMANITIES	16411	13108	13303	13007	12688	12073	11603	10856	10509	11273	10586
HISTORY & CULTURE	6629	4716	3973	3696	3419	3210	3089	3006	2670	2930	2729
FOREIGN LANGUAGES	6874	5661	5497	5323	4938	5038	4723	4495	4527	4897	5266
STUDIO/PERFORMING ARTS	22432	27446	29835	30685	30155	28630	24530	22792	20998	22116	25671
COMMUNICATIONS	12873	14853	16382	17989	18802	19495	18106	17931	17784	18841	22472
BUSINESS	33254	44246	53949	60477	65604	65757	62320	61353	61532	69904	81072
EDUCATION	22704	23259	22045	18869	18813	17639	14500	12871	13214	14185	18370
VOCATIONAL FIELDS	9339	10588	10977	11494	11455	12043	11271	11299	10234	9142	8541
OTHER/MISSING/UNDECIDED	159200	116957	90588	87411	78944	76731	93089	81598	92755	93531	84804
TOTAL OF NON SCIENCE FIELDS	347953	347392	343218	340542	335164	329197	326376	309190	316681	328955	337047

PERCENT OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV

WHITE MALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	4.15	6.06	5.44	5.42	5.30	5.50	5.23	5.44	5.77	5.78	4.73
OTHER HEALTH FIELDS	2.85	4.76	4.82	4.98	4.54	4.20	3.43	3.53	3.63	3.52	3.40
PRELAW	0.00	3.54	5.62	5.26	4.91	4.83	4.50	4.54	4.25	4.38	3.77
HUMANITIES	2.57	2.24	2.08	2.02	2.04	2.03	1.98	2.02	1.90	2.11	2.00
HISTORY & CULTURE	1.58	1.20	0.98	0.96	0.90	0.88	0.85	0.85	0.80	0.85	0.82
FOREIGN LANGUAGES	0.37	0.35	0.33	0.33	0.35	0.38	0.36	0.38	0.38	0.39	0.43
STUDIO/PERFORMING ARTS	2.87	3.81	3.86	4.31	4.10	4.14	3.57	3.57	3.34	3.49	4.03
COMMUNICATIONS	2.66	2.88	2.97	3.30	3.30	3.47	3.15	3.35	3.14	3.32	3.30
BUSINESS	8.16	10.45	11.19	13.06	13.02	12.71	11.51	12.38	12.32	14.03	15.45
EDUCATION	1.66	1.76	1.51	1.42	1.27	1.21	0.95	0.98	1.00	1.10	1.39
VOCATIONAL FIELDS	1.92	2.86	2.79	3.08	2.98	3.16	2.92	3.08	2.84	2.60	2.40
OTHER/MISSING/UNDECIDED	31.00	22.13	19.73	14.74	15.94	13.44	18.07	12.68	14.64	14.75	16.27
TOTAL OF NON SCIENCE FIELDS	59.78	62.05	61.32	58.87	58.63	55.97	56.51	52.82	54.03	56.31	58.00

PERCENT OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV

WHITE FEMALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	2.82	3.80	3.62	3.78	4.06	4.31	4.32	4.46	4.75	4.94	4.30
OTHER HEALTH FIELDS	13.39	15.10	15.67	13.83	13.87	12.86	11.80	11.94	11.76	11.18	9.95
PRELAW	0.00	2.05	3.59	3.24	3.64	3.68	3.82	3.87	3.93	4.07	3.72
HUMANITIES	4.43	3.56	3.79	3.69	3.59	3.31	3.27	2.99	3.01	3.24	2.84
HISTORY & CULTURE	1.24	0.94	0.80	0.70	0.64	0.60	0.57	0.58	0.50	0.58	0.46
FOREIGN LANGUAGES	2.57	2.10	2.02	1.94	1.77	1.79	1.69	1.63	1.68	1.85	1.87
STUDIO/PERFORMING ARTS	6.40	7.83	8.42	8.42	8.56	7.85	6.77	6.35	5.98	6.40	6.94
COMMUNICATIONS	2.54	3.29	3.65	4.00	4.39	4.49	4.21	4.28	4.52	4.84	6.01
BUSINESS	5.24	7.86	10.47	11.41	13.85	13.89	13.78	13.56	14.13	15.82	17.04
EDUCATION	7.75	8.10	7.72	6.47	6.72	6.34	5.30	4.75	5.05	5.47	6.74
VOCATIONAL FIELDS	1.88	1.59	1.65	1.63	1.72	1.68	1.61	1.51	1.43	1.23	1.00
OTHER/MISSING/UNDECIDED	27.77	20.77	14.16	16.94	11.57	13.54	16.60	17.63	17.20	14.62	14.09
TOTAL OF NON SCIENCE FIELDS	76.01	76.99	75.55	76.05	74.38	74.34	73.74	73.55	73.95	74.24	74.94

PERCENT OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV

BLACK MALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	4.30	5.54	5.06	4.73	4.99	4.98	5.01	4.96	5.34	4.86	4.44
OTHER HEALTH FIELDS	3.99	5.14	5.36	5.71	4.49	4.51	3.88	3.83	3.99	3.58	3.69
PRELAW	0.00	3.76	4.54	4.88	4.27	4.24	4.25	4.09	4.23	3.85	3.68
HUMANITIES	1.43	1.08	1.18	1.09	0.81	0.98	0.86	0.75	0.90	0.77	0.67
HISTORY & CULTURE	1.39	0.84	0.67	0.56	0.47	0.36	0.39	0.40	0.28	0.33	0.33
FOREIGN LANGUAGES	0.21	0.28	0.22	0.22	0.20	0.26	0.25	0.14	0.20	0.19	0.32
STUDIO/PERFORMING ARTS	4.05	4.78	5.66	5.35	4.84	4.78	4.03	3.66	3.88	3.32	3.64
COMMUNICATIONS	3.49	3.52	4.53	4.28	4.63	4.51	4.46	3.83	4.07	3.91	4.30
BUSINESS	9.44	11.34	14.24	15.00	14.29	14.76	14.08	12.60	14.10	16.24	19.34
EDUCATION	3.00	2.89	2.60	2.13	1.81	1.61	1.19	1.01	1.16	0.97	1.32
VOCATIONAL FIELDS	3.01	3.24	3.39	3.79	3.56	4.21	3.77	4.07	3.92	3.33	3.56
OTHER/MISSING/UNDECIDED	34.81	26.76	16.53	16.82	18.34	14.44	15.01	16.96	14.54	17.98	14.64
TOTAL OF NON SCIENCE FIELDS	69.11	69.17	63.97	64.57	62.69	59.64	57.17	56.31	56.62	59.33	59.94

PERCENT OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV

BLACK FEMALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	4.91	6.21	6.64	6.79	7.14	7.36	7.25	7.48	8.15	8.37	8.27
OTHER HEALTH FIELDS	12.49	15.42	15.57	14.03	12.76	11.41	12.15	11.77	12.30	11.60	9.89
PRELAW	0.00	3.47	4.94	4.68	4.65	4.54	4.59	4.51	4.60	5.29	5.47
HUMANITIES	2.21	1.61	1.48	1.41	1.15	1.11	1.08	1.05	1.13	0.98	0.77
HISTORY & CULTURE	0.70	0.29	0.19	0.20	0.19	0.14	0.15	0.10	0.11	0.16	0.13
FOREIGN LANGUAGES	0.82	0.73	0.72	0.67	0.61	0.67	0.67	0.64	0.62	0.71	0.67
STUDIO/PERFORMING ARTS	4.00	5.32	5.98	5.73	5.23	4.63	4.17	3.37	3.33	3.75	3.67
COMMUNICATIONS	3.43	4.15	4.70	5.08	5.52	5.47	5.64	5.34	5.53	5.90	6.29
BUSINESS	8.56	12.03	14.35	16.15	16.51	16.22	16.12	15.14	15.86	18.94	20.76
EDUCATION	5.79	5.83	5.25	4.45	3.85	3.00	2.41	2.15	2.20	2.24	2.80
VOCATIONAL FIELDS	1.77	2.02	2.24	2.03	2.43	2.42	2.50	3.02	2.90	2.65	1.73
OTHER/MISSING/UNDECIDED	36.40	22.54	14.32	15.61	15.46	17.91	16.48	17.98	15.08	12.78	13.57
TOTAL OF NON SCIENCE FIELDS	81.08	79.62	76.38	76.83	75.49	74.88	73.19	72.56	71.80	73.36	74.02

PERCENT OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV

OTHER STUDENTS

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	3.89	5.26	5.69	5.90	6.19	6.66	6.46	7.33	6.79	6.58	7.78
OTHER HEALTH FIELDS	5.67	7.32	8.74	8.30	7.16	7.06	6.68	6.97	5.59	5.07	5.41
PRELAW	0.00	2.22	3.60	3.09	3.15	3.06	2.87	2.93	2.37	2.26	2.68
HUMANITIES	2.26	1.85	1.79	1.81	1.80	1.66	1.41	1.51	1.25	1.17	1.26
HISTORY & CULTURE	0.83	0.55	0.55	0.48	0.45	0.36	0.40	0.38	0.28	0.28	0.29
FOREIGN LANGUAGES	0.97	0.91	0.94	0.87	0.80	0.73	0.70	0.69	0.59	0.56	0.69
STUDIO/PERFORMING ARTS	3.24	3.97	4.91	4.90	4.69	4.52	3.92	3.87	2.95	2.71	3.87
COMMUNICATIONS	1.63	2.01	2.30	2.59	2.38	2.64	2.49	2.45	2.10	2.02	2.88
BUSINESS	4.46	6.51	9.08	9.65	10.25	11.06	10.48	10.48	8.83	9.37	13.69
EDUCATION	2.52	2.80	2.88	2.44	2.39	2.22	1.92	1.72	1.36	1.26	1.97
VOCATIONAL FIELDS	1.23	1.59	2.00	1.95	1.82	2.14	2.05	2.15	1.53	1.28	1.48
OTHER/MISSING/UNDECIDED	49.54	41.38	30.66	30.86	30.10	27.23	30.22	26.71	38.50	42.60	27.55
TOTAL OF NON SCIENCE FIELDS	76.24	76.39	73.12	72.84	71.19	69.34	69.59	67.20	72.15	75.15	69.55

PERCENT OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATV

ALL STUDENTS

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	3.60	5.02	4.77	4.84	4.99	5.23	5.11	5.38	5.62	5.67	5.19
OTHER HEALTH FIELDS	8.02	9.88	10.31	9.51	9.12	8.50	7.73	7.83	7.62	7.19	6.64
PRELAW	0.00	2.77	4.47	4.13	4.13	4.11	4.01	4.04	3.86	3.95	3.66
HUMANITIES	3.27	2.68	2.69	2.62	2.56	2.43	2.35	2.26	2.18	2.31	2.12
HISTORY & CULTURE	1.32	0.96	0.80	0.75	0.69	0.65	0.63	0.62	0.55	0.60	0.55
FOREIGN LANGUAGES	1.37	1.16	1.11	1.07	1.00	1.01	0.96	0.93	0.94	1.00	1.05
STUDIO/PERFORMING ARTS	4.47	5.61	6.03	6.19	6.09	5.76	4.97	4.74	4.35	4.53	5.13
COMMUNICATIONS	2.57	3.03	3.31	3.63	3.80	3.92	3.67	3.73	3.69	3.86	4.49
BUSINESS	6.63	9.04	10.91	12.20	13.24	13.24	12.62	12.75	12.76	14.30	16.20
EDUCATION	4.53	4.75	4.46	3.81	3.80	3.55	2.94	2.68	2.74	2.90	3.67
VOCATIONAL FIELDS	1.86	2.16	2.22	2.32	2.31	2.42	2.28	2.35	2.12	1.87	1.71
OTHER/MISSING/UNDECIDED	31.75	23.89	18.32	17.64	15.94	15.45	18.85	16.96	19.23	19.14	16.95
TOTAL OF NON SCIENCE FIELDS	69.40	70.95	69.41	68.71	67.66	66.28	66.10	64.27	65.66	67.32	67.36

NUMBER OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM BY INTENDED MAJOR

WHITE MALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	8700	11865	10783	10324	9921	10214	9840	9732	10426	10106	8752
OTHER HEALTH FIELDS	6489	9743	10279	9605	8556	7920	6731	6210	6703	6265	6147
PRELAW	0	5741	9501	8754	7812	7611	7153	6839	6541	6475	5726
HUMANITIES	4024	3161	3026	2910	2792	2847	2710	2713	2510	2682	2713
HISTORY & CULTURE	2395	1653	1267	1275	1123	1080	1096	980	942	994	1036
FOREIGN LANGUAGES	646	552	506	514	502	570	538	493	524	546	656
STUDIO/PERFORMING ARTS	4789	5519	5831	6092	5540	5583	4942	4454	4249	4308	5214
COMMUNICATIONS	4258	4203	4227	4612	4414	4656	4321	4179	4040	4143	4313
BUSINESS	19217	21826	24767	26294	25440	24525	23613	22398	23447	25695	29375
EDUCATION	3386	3231	2867	2550	2100	2000	1747	1453	1639	1668	2268
VOCATIONAL FIELDS	4579	5913	5973	6050	5574	5888	5641	5268	5018	4466	4132
OTHER/MISSING/UNDECIDED	55549	38863	28468	27179	29550	27034	26925	24933	21748	27728	30704
TOTAL OF NON SCIENCE FIELDS	114032	112270	107495	106159	103324	99928	95257	89652	87787	95076	101036

NUMBER OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM BY INTENDED MAJOR

WHITE FEMALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	5990	7994	7608	8067	8218	9007	9038	9080	9748	9980	8750
OTHER HEALTH FIELDS	30782	33055	34038	31193	28274	26496	24985	24237	24617	23477	19866
PRELAW	0	3668	6627	6089	6416	6722	6967	6802	7017	7063	6464
HUMANITIES	7319	5592	5856	5948	5502	5157	5023	4646	4533	4932	4343
HISTORY & CULTURE	2104	1433	1237	1115	983	925	866	867	748	854	722
FOREIGN LANGUAGES	5138	3815	3674	3561	3058	3125	2911	2728	2896	3159	3186
STUDIO/PERFORMING ARTS	12388	13865	15010	15734	14607	13542	12072	10759	9928	10973	11224
COMMUNICATIONS	4105	5036	5683	6429	6564	6871	6540	6298	6631	7366	8952
BUSINESS	12738	17815	23572	26971	29135	30397	30934	29309	30769	34406	35704
EDUCATION	17493	16888	16047	14261	13086	12546	10619	9232	9824	10742	12519
VOCATIONAL FIELDS	4598	3595	3796	3926	3704	3679	3659	3483	3223	2658	1993
OTHER/MISSING/UNDECIDED	56158	43611	30741	30954	32384	32687	32166	32428	28696	25095	36203
TOTAL OF NON SCIENCE FIELDS	158813	156367	153889	154248	151931	151154	145780	139869	138630	140705	149926

NUMBER OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM BY INTENDED MAJOR

BLACK MALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	674	896	835	808	820	795	801	800	826	760	716
OTHER HEALTH FIELDS	622	820	856	929	753	715	600	608	574	539	607
PRELAW	0	497	643	734	617	554	590	567	520	514	524
HUMANITIES	172	137	149	155	113	125	112	104	85	91	96
HISTORY & CULTURE	170	89	92	65	51	45	52	40	28	40	33
FOREIGN LANGUAGES	33	35	32	38	25	40	32	19	24	28	50
STUDIO/PERFORMING ARTS	566	624	777	782	682	594	535	481	442	423	452
COMMUNICATIONS	442	472	569	567	597	567	583	491	453	495	532
BUSINESS	1546	1931	2314	2690	2497	2330	2311	2125	2079	2630	3336
EDUCATION	488	460	442	405	292	264	183	167	162	163	223
VOCATIONAL FIELDS	486	517	578	684	627	668	669	667	597	565	585
OTHER/MISSING/UNDECIDED	4976	4100	3056	2288	3218	3100	2696	2258	2907	2330	2341
TOTAL OF NON SCIENCE FIELDS	10175	10578	10343	10145	10292	9797	9164	8327	8697	8578	9495

NUMBER OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM BY INTENDED MAJOR

BLACK FEMALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	1119	1532	1625	1657	1787	1882	1757	1771	1959	1974	1987
OTHER HEALTH FIELDS	3086	3999	4010	3474	3382	3030	2795	2752	3009	2745	2347
PRELAW	0	774	1075	1017	1070	1046	973	949	1028	1089	1152
HUMANITIES	429	337	330	291	230	234	210	196	221	177	152
HISTORY & CULTURE	140	70	44	42	39	24	29	25	23	26	27
FOREIGN LANGUAGES	178	174	162	148	141	143	152	137	135	151	138
STUDIO/PERFORMING ARTS	874	1273	1395	1278	1251	1058	900	696	709	764	722
COMMUNICATIONS	615	820	968	977	1121	1160	1066	954	1066	1062	1173
BUSINESS	2212	3435	3704	4133	4447	4387	4060	3714	4129	4511	5264
EDUCATION	1360	1514	1344	1056	979	794	551	507	501	512	621
VOCATIONAL FIELDS	481	541	619	556	682	726	714	771	808	645	423
OTHER/MISSING/UNDECIDED	7361	4477	3649	4819	4074	4229	4743	4752	3018	3602	4129
TOTAL OF NON SCIENCE FIELDS	17855	18946	18925	19448	19203	18713	17950	17224	16606	17258	18135

NUMBER OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM BY INTENDED MAJOR

OTHER STUDENTS

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	2057	3180	3412	3557	3874	4200	4171	4587	4961	5324	6012
OTHER HEALTH FIELDS	2945	4285	4801	4632	4228	4015	4095	3849	3785	4015	3887
PRELAW	0	1001	1648	1457	1519	1416	1422	1380	1266	1351	1614
HUMANITIES	848	779	753	802	843	796	692	759	683	739	792
HISTORY & CULTURE	330	241	254	205	202	157	193	163	152	167	161
FOREIGN LANGUAGES	391	460	454	428	401	383	406	368	354	381	457
STUDIO/PERFORMING ARTS	1217	1660	2153	2115	2110	2051	1880	1747	1620	1686	2228
COMMUNICATIONS	600	781	926	996	995	1051	1074	966	957	1045	1472
BUSINESS	2628	4069	5631	5887	6439	6620	6699	6186	6280	7769	10368
EDUCATION	1026	1229	1295	1065	1064	920	867	767	705	816	1185
VOCATIONAL FIELDS	728	1029	1224	1205	1162	1314	1338	1308	1114	1109	1115
OTHER/MISSING/UNDECIDED	21749	20859	17206	16796	17643	17032	17662	17423	25966	29530	20454
TOTAL OF NON SCIENCE FIELDS	34519	39573	39757	39145	40480	39955	40499	39503	47843	53932	49745

NUMBER OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM BY INTENDED MAJOR

ALL STUDENTS

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	18540	25467	24263	24413	24620	26098	25607	25970	27920	28144	26217
OTHER HEALTH FIELDS	43924	51902	53984	49833	45193	42176	39206	37656	38638	37041	32854
PRELAW	0	11681	19494	18051	17434	17349	17105	16537	16372	16492	15480
HUMANITIES	12792	10006	10114	10106	9480	9159	8747	8418	8032	8621	8096
HISTORY & CULTURE	5139	3486	2894	2702	2398	2231	2236	2075	1893	2081	1979
FOREIGN LANGUAGES	6386	5036	4828	4689	4127	4261	4039	3745	3933	4265	4487
STUDIO/PERFORMING ARTS	19834	22941	25166	26001	24190	22828	20329	18137	16948	18154	19840
COMMUNICATIONS	10020	11312	12373	13581	13691	14305	13584	12883	13147	14111	16442
BUSINESS	38341	49076	59988	65975	67958	68259	67617	63732	66704	75011	84047
EDUCATION	23753	23322	21995	19337	17521	16524	13967	12126	12831	13901	16816
VOCATIONAL FIELDS	10872	11595	12190	12421	11749	12275	12021	11497	10760	9443	8248
OTHER/MISSING/UNDECIDED	145794	111911	83121	82037	86870	84083	84193	81795	82336	88286	93832
TOTAL OF NON SCIENCE FIELDS	335395	337735	330410	329146	325231	319548	308651	294576	299564	315550	328338

211

212

PERCENT OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM

WHITE MALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	4.24	6.19	5.63	5.40	5.27	5.42	5.27	5.37	5.87	5.66	4.78
OTHER HEALTH FIELDS	3.16	5.08	5.37	5.03	4.54	4.20	3.61	3.42	3.77	3.51	3.35
PRELAW	0.00	3.00	4.96	4.58	4.15	4.04	3.83	3.77	3.68	3.63	3.12
HUMANITIES	1.96	1.65	1.58	1.52	1.48	1.51	1.45	1.50	1.41	1.50	1.48
HISTORY & CULTURE	1.17	0.86	0.66	0.67	0.60	0.57	0.59	0.54	0.53	0.56	0.57
FOREIGN LANGUAGES	0.31	0.29	0.26	0.27	0.27	0.30	0.29	0.27	0.29	0.31	0.36
STUDIO/PERFORMING ARTS	2.33	2.88	3.04	3.19	2.94	2.96	2.65	2.46	2.39	2.41	2.84
COMMUNICATIONS	2.07	2.19	2.21	2.41	2.34	2.47	2.31	2.30	2.27	2.32	2.35
BUSINESS	9.36	11.39	12.93	13.76	13.50	13.00	12.65	12.35	13.19	14.40	16.03
EDUCATION	1.65	1.69	1.50	1.33	1.11	1.06	0.94	0.80	0.92	0.93	1.24
VOCATIONAL FIELDS	2.23	3.09	3.12	3.17	2.96	3.12	3.02	2.90	2.82	2.50	2.25
OTHER/MISSING/UNDECIDED	27.07	20.28	14.86	14.23	15.68	14.33	14.42	13.75	12.24	15.54	16.75
TOTAL OF NON SCIENCE FIELDS	55.57	58.58	56.11	55.57	54.83	52.99	51.02	49.43	49.40	53.27	55.13

PERCENT OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM

WHITE FEMALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	2.84	3.93	3.73	3.93	4.03	4.40	4.47	4.64	5.05	5.17	4.40
OTHER HEALTH FIELDS	14.58	16.24	16.67	15.19	13.88	12.95	12.37	12.38	12.75	12.17	9.99
PRELAW	0.00	1.80	3.24	2.97	3.15	3.29	3.45	3.47	3.63	3.66	3.25
HUMANITIES	3.47	2.75	2.87	2.90	2.70	2.52	2.49	2.37	2.35	2.56	2.18
HISTORY & CULTURE	1.00	0.70	0.61	0.54	0.48	0.45	0.43	0.44	0.39	0.44	0.36
FOREIGN LANGUAGES	2.43	1.87	1.80	1.73	1.50	1.53	1.44	1.39	1.50	1.64	1.60
STUDIO/PERFORMING ARTS	5.87	6.81	7.35	7.66	7.17	6.62	5.98	5.49	5.14	5.69	5.64
COMMUNICATIONS	1.94	2.47	2.78	3.13	3.22	3.36	3.24	3.22	3.43	3.82	4.50
BUSINESS	6.04	8.76	11.54	13.14	14.30	14.86	15.31	14.97	15.93	17.83	17.96
EDUCATION	8.29	8.30	7.86	6.95	6.42	6.13	5.26	4.72	5.09	5.57	6.30
VOCATIONAL FIELDS	2.18	1.77	1.86	1.91	1.82	1.80	1.81	1.78	1.67	1.38	1.00
OTHER/MISSING/UNDECIDED	26.61	21.43	15.05	15.08	15.90	15.98	15.92	16.56	14.86	13.00	18.21
TOTAL OF NON SCIENCE FIELDS	75.24	76.85	75.35	75.13	74.59	73.88	72.16	71.44	71.78	72.92	75.40

215

216

PERCENT OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM

BLACK MALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	4.43	5.67	5.05	4.83	4.82	4.75	4.83	4.98	5.22	4.86	4.27
OTHER HEALTH FIELDS	4.09	5.19	5.18	5.55	4.43	4.27	3.62	3.79	3.62	3.45	3.62
PRELAW	0.00	3.15	3.89	4.39	3.63	3.31	3.56	3.53	3.28	3.29	3.13
HUMANITIES	1.13	0.87	0.90	0.93	0.66	0.75	0.68	0.65	0.54	0.58	0.57
HISTORY & CULTURE	1.12	0.56	0.56	0.39	0.30	0.27	0.31	0.25	0.18	0.26	0.20
FOREIGN LANGUAGES	0.22	0.22	0.19	0.23	0.15	0.24	0.19	0.12	0.15	0.18	0.30
STUDIO/PERFORMING ARTS	3.72	3.95	4.70	4.67	4.01	3.55	3.23	2.99	2.79	2.71	2.70
COMMUNICATIONS	2.91	2.99	3.44	3.39	3.51	3.39	3.52	3.06	2.86	3.17	3.17
BUSINESS	10.17	12.23	13.99	16.08	14.69	13.92	13.94	13.23	13.13	16.83	19.90
EDUCATION	3.21	2.91	2.67	2.42	1.72	1.58	1.10	1.04	1.02	1.04	1.33
VOCATIONAL FIELDS	3.20	3.27	3.50	4.09	3.69	3.99	4.03	4.15	3.77	3.62	3.49
OTHER/MISSING/UNDECIDED	32.74	25.97	18.48	13.67	18.93	18.52	16.26	14.06	18.36	14.91	13.97
TOTAL OF NON SCIENCE FIELDS	66.95	66.99	62.55	60.63	60.54	58.52	55.27	51.84	54.92	54.90	56.65

217

218

PERCENT OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM

BLACK FEMALES

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	5.03	6.40	6.57	6.62	6.99	7.45	7.11	7.33	8.20	8.31	8.06
OTHER HEALTH FIELDS	13.86	16.70	16.21	13.88	13.23	12.00	11.31	11.40	12.60	11.56	9.52
PRELAW	0.00	3.23	4.35	4.06	4.19	4.14	3.94	3.93	4.30	4.58	4.68
HUMANITIES	1.93	1.41	1.33	1.16	0.90	0.93	0.85	0.81	0.93	0.75	0.62
HISTORY & CULTURE	0.63	0.29	0.18	0.17	0.15	0.10	0.12	0.10	0.10	0.11	0.11
FOREIGN LANGUAGES	0.80	0.73	0.65	0.59	0.55	0.57	0.62	0.57	0.57	0.64	0.56
STUDIO/PERFORMING ARTS	3.93	5.32	5.64	5.11	4.89	4.19	3.64	2.88	2.97	3.22	2.93
COMMUNICATIONS	2.76	3.42	3.91	3.90	4.39	4.59	4.32	3.95	4.46	4.47	4.76
BUSINESS	9.94	14.34	14.97	16.52	17.40	17.38	16.43	15.38	17.28	18.99	21.36
EDUCATION	6.11	6.32	5.43	4.22	3.83	3.14	2.23	2.10	2.10	2.16	2.52
VOCATIONAL FIELDS	2.16	2.26	2.50	2.22	2.67	2.88	2.89	3.19	3.38	2.72	1.72
OTHER/MISSING/UNDECIDED	33.07	18.69	14.75	19.26	15.94	16.75	19.20	19.68	12.63	15.16	16.76
TOTAL OF NON SCIENCE FIELDS	80.21	79.11	76.50	77.72	75.12	74.12	72.66	71.33	69.51	72.65	73.60

PERCENT OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM

OTHER STUDENTS

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	4.32	5.81	5.95	6.18	6.38	6.83	6.55	7.20	6.92	6.84	7.82
OTHER HEALTH FIELDS	6.19	7.82	8.37	8.05	6.96	6.53	6.43	6.04	5.28	5.16	5.06
PRELAW	0.00	1.83	2.87	2.53	2.50	2.30	2.23	2.17	1.77	1.74	2.10
HUMANITIES	1.78	1.42	1.31	1.39	1.39	1.29	1.09	1.19	0.95	0.95	1.03
HISTORY & CULTURE	0.69	0.44	0.44	0.36	0.33	0.26	0.30	0.26	0.21	0.21	0.21
FOREIGN LANGUAGES	0.82	0.84	0.79	0.74	0.66	0.62	0.64	0.58	0.49	0.49	0.59
STUDIO/PERFORMING ARTS	2.56	3.03	3.75	3.68	3.48	3.33	2.95	2.74	2.26	2.17	2.90
COMMUNICATIONS	1.26	1.43	1.61	1.73	1.64	1.71	1.69	1.52	1.33	1.34	1.92
BUSINESS	5.52	7.43	9.81	10.24	10.61	10.76	10.52	9.71	8.76	9.98	13.49
EDUCATION	2.16	2.24	2.26	1.85	1.75	1.50	1.36	1.20	0.98	1.05	1.54
VOCATIONAL FIELDS	1.53	1.88	2.13	2.10	1.91	2.14	2.10	2.05	1.55	1.42	1.45
OTHER/MISSING/UNDECIDED	45.69	38.08	29.99	29.20	29.06	27.69	27.73	27.34	36.22	37.93	26.61
TOTAL OF NON SCIENCE FIELDS	72.52	72.24	69.30	68.06	66.67	64.95	63.58	61.99	66.73	69.28	64.73

PERCENT OF STUDENTS SCORING BELOW THE 90TH PERCENTILE IN THEIR SEX/ETHNICITY GROUP ON SATM

ALL STUDENTS

INTENDED MAJOR FIELD	TEST YEAR										
	1975	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-MEDICINE	3.70	5.20	4.91	4.93	4.97	5.25	5.19	5.40	5.79	5.76	5.24
OTHER HEALTH FIELDS	8.76	10.60	10.92	10.05	9.12	8.49	7.94	7.83	8.02	7.58	6.57
PRELAW	0.00	2.39	3.94	3.64	3.52	3.49	3.46	3.44	3.39	3.37	3.09
HUMANITIES	2.55	2.04	2.05	2.04	1.91	1.84	1.77	1.75	1.67	1.76	1.62
HISTORY & CULTURE	1.03	0.71	0.59	0.55	0.48	0.45	0.45	0.43	0.39	0.43	0.40
FOREIGN LANGUAGES	1.27	1.03	0.98	0.95	0.83	0.86	0.82	0.78	0.82	0.87	0.90
STUDIO/PERFORMING ARTS	3.96	4.69	5.09	5.25	4.88	4.60	4.12	3.77	3.51	3.71	3.97
COMMUNICATIONS	2.00	2.31	2.50	2.74	2.76	2.88	2.75	2.68	2.73	2.89	3.29
BUSINESS	7.65	10.02	12.13	13.31	13.72	13.74	13.70	13.25	13.83	15.35	16.80
EDUCATION	4.74	4.76	4.45	3.90	3.54	3.33	2.83	2.52	2.66	2.84	3.36
VOCATIONAL FIELDS	2.17	2.37	2.47	2.51	2.37	2.47	2.43	2.39	2.23	1.93	1.65
OTHER/MISSING/UNDECIDED	29.08	22.86	16.81	16.55	17.54	16.93	17.05	17.00	17.07	18.07	18.75
TOTAL OF NON SCIENCE FIELDS	66.90	68.98	66.82	66.41	65.65	64.34	62.51	61.23	62.11	64.57	65.62

Appendix A

Student Descriptive Questionnaire: 1977 - 1985

braille, and cassette) are available. Your score report will include a note indicating that you took the test at a nonstandard administration.

If your handicap does not require special arrangements or extended testing time, you should register for the regular national program. If your handicap is temporary (a broken arm, for example), you should register for a later date in the national program *unless* you need to meet an application deadline quickly.

If You Cannot Take Tests on Saturday for Religious Reasons . . .
you can take them at the Sunday administration that follows each Saturday date. In item 6 on your Registration Form, enter the number 1000 in the area for your first-choice test center and enclose with the form a letter of explanation signed by your cleric. Your form and letter must be received by the regular registration deadline. (See the back cover.)

If You Live More Than 100 Miles from the Nearest Test Center . . .
and you want to be tested closer to your home, enter the number 1000 in item 6 of your Registration Form as your first-choice test center and send a letter explaining the situation with your Registration Form. Your form and letter must be received by the regular registration deadline. (See the back cover.)

Student Descriptive Questionnaire (SDQ)

Completing the SDQ gives you a chance to send colleges information about your interests, experiences, activities, and plans, along with your test scores. Your responses may help counselors and admissions officers in advising you about your college plans. Your answers to most of the questions will appear on the score report that will be sent to you, your school, and the colleges and scholarship programs you name to receive reports. Your answers to other questions (the questionnaire identifies which ones) will *not* appear on your score reports but will be used for research and planning by educational institutions.

Mark your answers to the SDQ in item 16 of the Registration Form. You are encouraged to answer all questions, although you may omit the answer to a specific question, if you wish. Most of the questions have been written for students still in high school. If you are no longer in school, answer them as well as you can.

You can delete or change your answers at any time by using an Additional Report Request Form (see pages 13 and 14) or when you register for another test.

Note: If you have previously filled out a Student Descriptive Questionnaire and want to update your answers, record one of the following options at the beginning of the SDQ response area:

(A) Substitute my answers here for my previous answers to the same questions. Keep the other information I gave earlier.
(B) Include only my current answers. Delete all answers I gave earlier.
(C) Delete all my previous answers. I do not wish to have SDQ information in my records.

For further information on changing descriptive information, see page 14.

1. The College Board's Student Search Service is an information service for students, colleges, and governmental scholarship programs. It is free to all students who participate in the ATP and works this way:

   If you ask to participate, colleges and scholarship programs interested in students with your characteristics can ask for and receive your name, address, sex, date of birth, high school, and intended major. The answers you give to the questions that follow may be used to determine if you fit the characteristics colleges have requested in the Student Search Service. Different colleges and scholarship programs will be interested in students with specific characteristics, such as place of residence, range of test scores, intended college majors, ethnic background, and income. For example, a state scholarship program may want to identify all students within that state who are eligible for the Pell Grant program in order to notify them of when and how to apply.

   By participating, you may receive information from a variety of colleges and scholarship programs about their programs, admissions procedures, and financial aid opportunities. The mail you receive may include information from a college well known to you or come from one unfamiliar to you but with the academic program and other features you find important. In either case the Student Search Service can provide you with information you might not otherwise discover.

   Your name will be made available to the Student Search Service only if you answer "Yes" to this item.

   (Y) Yes, I want to be included in the Student Search Service.
   (N) No, I do not want to be included in the Student Search Service.

2. What kind of high school are you attending?
   (A) Public (B) Other than public

3. Which of the following best describes your present high school program?

(A) Academic or college preparatory (B) General
(C) Career-oriented (business, vocational, industrial arts)
(D) Other

4. About how many students are there in your high school class?

(A) Fewer than 100 (B) 100-249 (C) 250-499
(D) 500-749 (E) 750 or more

5. What is your most recent high school class rank? (For example, if you are 15th in a class of 100, you are in the second tenth.) If you do not know your rank or rank is not used in your school, give your best estimate.

(A) Highest tenth } top fifth
(B) Second tenth }
(C) Second fifth
(D) Middle fifth
(E) Fourth fifth
(F) Lowest fifth

Questions 6 through 11 ask you to blacken the letter corresponding to the total years of study you expect to complete in certain subject areas. Include in the total only courses you have taken since beginning the ninth grade and those you expect to complete before graduation from high school. Count less than a full year in a subject as a full year. Do not count a repeated year of the same course as an additional year of study.

(A) One year or the equivalent
(B) Two years or the equivalent
(C) Three years or the equivalent
(D) Four years or the equivalent
(E) More than four years or the equivalent
(F) I will not take any courses in the subject area.

6. English

7. Mathematics

8. Foreign Languages

9. Biological Sciences (for example, biology, botany, or zoology)

10. Physical Sciences (for example, chemistry, physics, or earth science)

11. Social Studies (for example, history, government, or geography)

For each of the subject areas in questions 12 through 17, blacken the *latest* year-end or midyear grade you received since beginning the ninth grade. For example, if you are a senior and have not taken biology or any other biological science since your sophomore year, indicate that year-end grade. If you are a junior and have completed the first half of the year in an English course, indicate that midyear grade.

If you received the grade in an advanced, accelerated, or honors course, also blacken the letter H.

(A) Excellent (usually 90-100 or A)
(B) Good (usually 80-89 or B)
(C) Fair (usually 70-79 or C)
(D) Passing (usually 60-69 or D)
(F) Failing (usually 59 or below or F)
(G) Only "pass-fail" grades were assigned and I received a pass.
(H) The grade reported was in an advanced, accelerated, or honors course.

12. English

13. Mathematics

14. Foreign Languages

15. Biological Sciences

16. Physical Sciences

17. Social Studies

18. Will you have completed advanced high school or college-level work before entering college? If so, mark the letter for each field in which you plan to apply for advanced placement, credit-by-examination, or exemption from required courses.

(A) English
(B) Mathematics
(C) Foreign Languages
(D) Biological Sciences
(E) Physical Sciences
(F) Social Studies
(G) Art/Music

19. On the average, how many hours per week do you work in a part-time job? (Exclude vacations.)

(A) None
(B) Less than 6 hours
(C) 6 to 10 hours
(D) 11 to 15 hours
(E) 16 to 20 hours
(F) 21 to 25 hours
(G) 26 to 30 hours
(H) More than 30 hours

20. How much have you participated in community or church groups while in high school?

(A) I have not been a member of any community or church group.
(B) I have belonged to one or two groups but have not participated actively.
(C) I have participated actively in one or two groups but have not held any major offices (for example, president, chairman, or treasurer).
(D) I have participated actively in more than two groups but have not held any major offices.
(E) I have participated actively and have held a major office in at least one community or church group.

21. How much have you participated in athletics in or out of high school?

(A) I have not participated in athletics.
(B) I have participated in individual or intramural athletics.
(C) I have been on one or more varsity teams but have not earned a varsity letter.
(D) I have earned one or more varsity letters in a single sport.
(E) I have earned varsity letters in more than one sport.

22. How much have you participated in clubs and organizations in high school?

(A) I have not been a member of any club or organization.
(B) I have belonged to some organizations but have not held any major offices (for example, president, editor, or class or school representative).
(C) I have held one or two major offices.
(D) I have held three or four major offices.
(E) I have held five or more major offices.

23. During your high school years how many honors or awards (for example, essay contest, debating tournament, science fair, music, art or theater competition, or membership in a scholastic honors group) have you received?

(A) None (B) One or two (C) Three or four
(D) Five or six (E) Seven or more

24. What is the highest level of education you plan to complete beyond high school?
    (A) A two-year specialized training program (for example, electronics or laboratory technician)
    (B) A two-year Associate of Arts degree (A.A.)
    (C) Bachelor's degree (B.A. or B.S.)
    (D) Master's degree (M.A. or M.S.)
    (E) Doctor's or other professional degree (such as M.D. or Ph.D.)
    (F) Other or undecided

25. What is the date of your high school graduation? Blacken month and last two digits of year.

26. When do you expect to enter college? Blacken month and last two digits of year.

Your response to question 27 will not be included in the reports that are sent to you, your school, and the colleges you designate.

27. Do you plan to apply for financial aid at any college?
    (Y) Yes (N) No

28. When you enroll, do you expect to attend college
    (A) full-time (B) part-time

29. When you enroll, do you expect to attend college during the
    (A) day (B) evening

30. Where do you prefer to live during your first two years in college?
    (A) At home
    (B) Single-sex dorm
    (C) Coed dorm
    (D) Fraternity or sorority house
    (E) On-campus apartment
    (F) Off-campus apartment

31. Are you a United States citizen?
    (Y) Yes (N) No

32. Are you a veteran of the United States Armed Forces?
    (Y) Yes (N) No

Questions 33 through 36 are for students who have finished high school and have already attended college. If you have not, go on to the paragraph preceding question 37.

33. Please put the code number of the college you are attending or most recently attended in the spaces provided and blacken the corresponding ovals. See the gray-bordered pages for college code numbers.

34. Are you enrolled in that college now?
    (Y) Yes (N) No

35. Approximately what was your grade point average at that college on a scale of 0 (F) to 4 (A)?
    (A) 3.5 or above
    (B) 3.0–3.4
    (C) 2.5–2.9
    (D) 2.0–2.4
    (E) 1.5–1.9
    (F) Below 1.5
    (G) Not applicable

36. If you expect to transfer credits, at what level do you expect to enter the new college?
    (A) First semester freshman
    (B) Second semester freshman
    (C) First semester sophomore
    (D) Second semester sophomore
    (E) Junior
    (F) Senior

The College Board wants its tests and services to be fair and useful to all candidates. Research based on responses to questions 37 and 38 will help the College Board evaluate and improve its tests and services. Your responses will also be reported to your school and to those colleges that accept such information in order to make sure their programs are fair and useful to students of all racial and ethnic backgrounds.

37. How do you describe yourself?
    (A) American Indian or Alaskan native
    (B) Black or Afro-American or Negro
    (C) Mexican-American or Chicano
    (D) Oriental or Asian-American or Pacific Islander
    (E) Puerto Rican
    (F) White or Caucasian
    (G) Other

38. Is English your best language?
    (Y) Yes (N) No

Your responses to questions 39 and 40 will be used only for research. They will not be included in the score reports that are sent to you, your school, and the colleges you designate.

39. Indicate the highest level of education completed by your father or male guardian.
    (A) Grade school
    (B) Some high school
    (C) High school diploma
    (D) Business or trade school
    (E) Some college
    (F) Bachelor's degree
    (G) Some graduate or professional school
    (H) Graduate or professional degreee

40. Using the list in question 39, indicate the highest level of education completed by your mother or female guardian.

Questions 41 through 43 ask about your parents' financial situation and should be answered in consultation with them. Your individual responses will not be reported to anyone. Only summary responses for groups of students will be reported to colleges and high schools.

41. How many persons are dependent on your parent(s) or legal guardian for financial support? Be sure to include your parent(s) and yourself.
    (A) Two (B) Three (C) Four (D) Five
    (E) Six (F) Seven (G) Eight (H) Nine or more

42. During your first year in college, how many persons dependent on your parent(s) or legal guardian will be in college? Include yourself.
    (A) One (B) Two (C) Three
    (D) Four (E) Five or more

43. What was the approximate income of your parents before taxes last year? Include taxable and nontaxable income from all sources.
    (A) Less than $3,000 a year (about $57 a week or less)
    (B) Between $3,000 and $5,999 a year (from $58 to $114 a week)
    (C) Between $6,000 and $8,999 a year (from $115 to $173 a week)
    (D) Between $9,000 and $11,999 a year (from $174 to $230 a week)
    (E) Between $12,000 and $14,999 a year (from $231 to $288 a week)
    (F) Between $15,000 and $17,999 a year (from $289 to $346 a week)
    (G) Between $18,000 and $20,999 a year (from $347 to $403 a week)
    (H) Between $21,000 and $23,999 a year
    (I) Between $24,000 and $26,999 a year
    (J) Between $27,000 and $29,999 a year
    (K) Between $30,000 and $34,999 a year
    (L) Between $35,000 and $39,999 a year
    (M) Between $40,000 and $44,999 a year
    (N) Between $45,000 and $49,000 a year
    (O) $50,000 a year or more

44. You may want to receive help outside regular course work from the college you plan to attend. If so, blacken the letter for each area in which you may want help.
    (A) Counseling about educational plans and opportunities
    (B) Counseling about vocational/career plans and opportunities
    (C) Improving mathematical ability
    (D) Finding part-time work
    (E) Counseling about personal problems
    (F) Increasing reading ability
    (G) Developing good study habits
    (H) Improving writing ability

Questions 45 and 46 concern your interests in extracurricular activities in high school and your plans to participate in college.

45. Blacken the letter for each activity in which you participated while in high school.
    (A) Athletics—interscholastic, intramural, or community
    (B) Ethnic or racial activities or organizations
    (C) Journalism, debating, or dramatic activities
    (D) Art, music, or dance
    (E) Preprofessional or departmental clubs—for example, Future Teachers of America, American Society of Civil Engineers
    (F) Religious activities or organizations
    (G) Social clubs or community organizations
    (H) Student government

46. Using the list in question 45, blacken the letter for each activity in which you plan to participate in college.

Questions 47 through 60 concern how you feel you compare with other people your own age in certain areas of ability. For each field, blacken the letter
    (A) if you feel you are in the highest 1 percent in that area of ability
    (B) if you feel you are in the highest 10 percent in that area of ability
    (C) if you feel you are above average in that area of ability
    (D) if you feel you are average in that area of ability
    (E) if you feel you are below average in that area of ability

47. Acting ability
48. Artistic ability
49. Athletic ability
50. Creative writing
51. Getting along with others
52. Leadership ability
53. Mathematical ability
54. Mechanical ability
55. Musical ability
56. Organizing work
57. Sales ability
58. Scientific ability
59. Spoken expression
60. Written expression

61. From the list on page 10, choose the field that would be your first choice for your college curriculum. Write the number of that field and blacken the corresponding ovals.
62. From the same list, choose the field that would be your second choice. Write the number of that field and blacken the corresponding ovals.
63. From the same list, choose the career field that you think you will pursue after college. Write the number of that field and blacken the corresponding ovals. If your exact choice does not appear, select the one most closely related.

100 AGRICULTURE
101 agriculture economics
102 agronomy, field crops
103 animal science
104 dairy science
105 farming, ranching
106 fish and game, wildlife management
107 food science
108 horticulture
109 landscaping
110 soil sciences

125 ARCHITECTURE AND ENVIRONMENTAL DESIGN
126 architecture
127 city planning
128 urban development

150 ART
151 art history
152 commercial
153 design
154 fashion design
155 graphic arts
156 interior decorating
157 museum work
158 photography
159 printing
160 studio art

175 BIOLOGICAL SCIENCES
176 bacteriology
177 biochemistry
178 biology
179 biophysics
180 botany
181 ecology
182 marine biology
183 physiology
184 zoology

200 BUSINESS AND COMMERCE
201 accounting
202 advertising
203 business management and administration
204 court reporting
205 finance and banking
206 hotel and restaurant administration
207 industrial management
208 marketing
209 personnel work
210 real estate
211 sales and retailing
212 secretarial studies
213 transportation and commerce

225 COMMUNICATIONS
226 film
227 journalism
228 radio and television

250 COMPUTER SCIENCE AND SYSTEMS ANALYSIS
251 computer science
252 data processing
253 systems analysis

275 EDUCATION
276 agricultural education
277 art education
278 business education
279 child development and nursery education
280 college teaching
281 educational administration
282 education of exceptional children
283 education of the deaf
284 education of the mentally retarded
285 elementary education
286 general education
287 guidance counseling
288 health education
289 home economics education
290 industrial arts education
291 music education
292 physical education
293 recreation
294 secondary education
295 speech therapy
296 vocational trade and industrial education

325 ENGINEERING
326 aerospace and aeronautical engineering
327 agricultural engineering
328 air-conditioning engineering
329 architectural engineering
330 ceramic engineering
331 chemical engineering
332 civil engineering
333 construction and transportation
334 drafting
335 electrical engineering
336 engineering aide
337 engineering design
338 engineering sciences
339 industrial and management engineering
340 industrial laboratory technology
341 instrumentation technology
342 materials science
343 mechanical engineering
344 metallurgical engineering
345 mining and mineral engineering
346 naval architecture and marine engineering
347 nuclear technology
348 petroleum engineering
349 plastics technology
350 quality control technology
351 surveying
352 textile engineering

375 ENGLISH AND LITERATURE
376 creative writing
377 English
378 literature
379 speech

400 ETHNIC STUDIES
401 American Indian studies
402 Black studies
403 Mexican-American studies
404 Spanish-American studies

425 FOREIGN LANGUAGES
426 Classical languages
427 Eastern languages
428 French
429 German
430 interpreting/translating
431 Italian
432 linguistics
433 Russian
434 Spanish

450 FORESTRY AND CONSERVATION

475 GEOGRAPHY

500 HEALTH AND MEDICAL PROFESSIONS
501 dental assisting
502 dental hygiene
503 dental technology
504 health and safety
505 laboratory technology
506 medical assisting
507 medical records librarian
508 medical technology
509 nursing—practical
510 nursing—registered
511 occupational therapy
512 optometry
513 pharmacy
514 physical therapy
515 predentistry/dentistry
516 premedicine/medicine
517 preveterinary medicine/veterinary medicine
518 radiology and X-ray technology

550 HISTORY AND CULTURES
551 American
552 ancient
553 area and regional
554 European

575 HOME ECONOMICS
576 clothing and textiles
577 family relations
578 food and nutrition
579 infant and child care
580 institution management

600 LIBRARY SCIENCE

625 MATHEMATICS
626 statistics

650 MILITARY SCIENCE
651 air science
652 merchant marine
653 military science—army
654 naval science

675 MUSIC
676 composition and theory
677 instrumental music
678 music history
679 voice

700 PHILOSOPHY AND RELIGION
701 ministry
702 philosophy
703 religion
704 theology

725 PHYSICAL SCIENCES
726 astronomy
727 chemistry
728 earth science
729 geology
730 meteorology
731 oceanography
732 physical sciences
733 physics

750 PSYCHOLOGY
751 child psychology
752 experimental psychology
753 general psychology
754 social psychology

775 SOCIAL SCIENCES
776 anthropology
777 correction administration
778 economics
779 fire science
780 foreign service
781 government service/politics
782 industrial relations
783 international relations
784 law enforcement/police science
785 political science
786 prelaw/law
787 public administration
788 social work
789 sociology

800 THEATER ARTS
801 acting
802 dance
803 drama
804 theater arts

825 TRADE AND VOCATIONAL
826 airline hosting
827 automotive maintenance
828 aviation maintenance
829 building construction
830 carpentry
831 cosmetology
832 mortuary service

900 OTHER

999 UNDECIDED

Appendix B

Student Descriptive Questionnaire: 1986

Student Descriptive Questionnaire (SDQ)

Refer to the questions in this section, the Student Descriptive Questionnaire, to complete pages 2 and 3 of your Registration Form.

Although completing the SDQ is voluntary, it enables you to send colleges information about your interests, activities, and plans, along with your test scores. Your responses may help counselors and admissions officers to advise you about your college plans. Your answers to most questions will appear on the score reports that will be sent to you, your high school, and colleges and scholarship programs you name to receive reports. Your answers to other questions (the questionnaire identifies which ones) will *not* appear on any score reports but will be used for research and planning by educational institutions. You are encouraged to answer all questions, but you may skip any question you wish. Most of the questions are addressed to students still in high school. If you are no longer in school, answer them as well as you can.

This SDQ was introduced in 1985-86. If you have not completed the SDQ for any test date since October 1985, you should answer this SDQ because earlier information will not appear on score reports.

Making Changes in Your SDQ

You need to complete this SDQ only once. If you register for a subsequent test date, you can change those answers that you want updated. However, you must answer the entire question because your new answer will completely replace your previous answer. For example, if you have taken a calculus course since the last time you answered the SDQ and want to update your SDQ by including this information, you must record all your previous math courses as well as calculus, even though you recorded these courses the first time you answered the SDQ. Your previous answers to all other questions will continue to be reported as they were to high schools and colleges.

You can make changes in your SDQ at any time by calling College Board ATP, 609-771-7600.

---

1. Indicate the total number of years of high school courses (in grades 9 through 12) you have taken or plan to take in each of the subjects listed below. If you have not taken any course in a subject and do not plan to take one in high school, fill in the oval in the "None" column. If you repeat a course, count it only once. If one (or more) of the courses is an advanced placement, accelerated, or honors course, fill in the oval in the "Honors" column.

   Arts and Music (for example, art, music, art history, dance, theater)
   English (for example, composition, grammar, or literature)
   Foreign and Classical Languages
   Mathematics
   Natural Sciences (for example, biology, chemistry, or physics)
   Social Sciences and History (for example, history, government, or geography)

In questions 2-5, using the same guidelines as in question 1, **indicate the total number of years you have taken or plan to take the *specific* courses listed.**

2. **Foreign and Classical Languages**

   French
   German
   Greek
   Hebrew
   Italian
   Latin
   Russian
   Spanish
   Other language courses

3. **Mathematics**

   Algebra
   Geometry
   Trigonometry
   Precalculus
   Calculus
   Computer Math
   Other mathematics courses

4. **Natural Sciences**

   Biology
   Chemistry
   Geology or related Earth or Space Sciences
   Physics
   Other science courses

5. **Social Sciences and History**

   U.S. History
   U.S. Government or Civics
   European History
   World History or Cultures
   Ancient History
   Anthropology
   Economics
   Geography
   Psychology
   Sociology
   Other social science or history courses

6. **Please enter the *average* grade for all courses** you have already taken in each subject.

   If only pass-fail grades were assigned and you received a passing grade, fill in the oval in the "Pass" column. Do not fill in a grade oval if you fill in a "Pass" oval.

   - A or excellent (usually 90-100)
   - B or good (usually 80-89)
   - C or fair (usually 70-79)
   - D or passing (usually 60-69)
   - E or F or failing (usually 59 or below)
   - Pass

   Arts and Music
   English
   Foreign and Classical Languages
   Mathematics
   Natural Sciences
   Social Sciences and History

Copyright © 1986 by College Entrance Examination Board and Educational Testing Service. All rights reserved.

For questions 7 through 9, **please provide information about the content of some of your high school courses and related activities out of class.** (You may mark more than one in each subject area.)

7. **English** coursework or experience
   a. American Literature
   b. British Literature
   c. Composition
   d. Grammar
   e. Literature of a country other than the United States or Britain
   f. Literature of different historical periods
   g. Speaking and listening skills
   h. English as a second language

8. **Art and Music** coursework or experience
   a. I have had no coursework or experience in this area.
   b. Acting or the production of a play
   c. Art history or art appreciation
   d. Dance
   e. Drama or theater for appreciation
   f. Music history, theory, or appreciation
   g. Music, instrumental or vocal performance
   h. Photography or filmmaking
   i. Studio art and design

9. **Computer** coursework or experience
   a. I have had no coursework or experience in this area
   b. Computer literacy, awareness, or appreciation
   c. Data processing
   d. Computer programming (BASIC, COBOL, FORTRAN, PASCAL, etc.)
   e. Use of the computer to solve math problems
   f. Use of the computer to solve problems in the social sciences
   g. Use of the computer to solve problems in the natural sciences
   h. Use of the computer in English courses
   i. Word processing (use of the computer in writing letters or preparing papers)

10. **Please indicate your cumulative grade point average** for all academic subjects in high school.
    - A+ (97-100)
    - A (93-96)
    - A- (90-92)
    - B+ (87-89)
    - B (83-86)
    - B- (80-82)
    - C+ (77-79)
    - C (73-76)
    - C- (70-72)
    - D+ (67-69)
    - D (65-66)
    - E or F (below 65)

11. **What is your most recent high school class rank?** (For example, if you are 15th in a class of 100, you are in the second tenth.) If you do not know your rank, please check with your high school guidance counselor. If rank is not used in your school, give your best estimate.
    a. Highest tenth } in the
    b. Second tenth } top fifth
    c. Second fifth
    d. Middle fifth
    e. Fourth fifth
    f. Lowest fifth

12. In addition to regular class work, many students are involved in activities that reflect their abilities and interests. These include community service and involvement, extracurricular and out-of-school activities, and individual endeavors. **Indicate in which grades you participated or will participate in the activities listed below.**

    If you held a major office or position of leadership in an activity (for example, class president, varsity team captain, officer of a statewide organization), fill in the oval in the "Officer" column. Remember to include activities and accomplishments that are not school sponsored as well as your extracurricular activities.

    If you have received an award or special recognition for achievement in an activity (for example, school prize for music or writing, varsity letter, regional science fair prize, state orchestra), fill in the oval in the column marked "Award."

    Academic honor society
    Art activity
    Athletics: Intramural, junior varsity, or community sports
    Athletics: Varsity or amateur-level sports
    Career-oriented activity (for example, Future Teachers of America, Future Farmers of America, Future Homemakers)
    Community or service activity (for example, volunteer work, neighborhood clean-up or patrol group, Scouting, 4-H, Key Club)
    Computer activity (for example, a user's group, computer club, learning to use a computer on your own)
    Dance activity
    Debating or public speaking
    Ethnic or cross-cultural activity (for example, Black student organization, Hispanic club, international folk-dancing)
    Foreign exchange or study abroad program
    Foreign language activity
    Government or political activity (for example, student government, honors council, working on a political campaign, human rights or civil rights activity in your community)
    Journalism or literary activity (for example, creative writing, yearbook, school newspaper, community newspaper)
    Junior Reserve Officers Training Corps
    Music: Instrumental (for example, high school band, community orchestra, solo work)
    Music: Vocal (for example, glee club, chorus, solo work)
    Religious activity or organization
    Science or mathematics activity (for example, math club, ecology or environmental group, science fair project)
    School-spirit activity (for example, cheerleading, drill team)
    Theater activity (for example, community or school production, acting, stage crew)
    Work: Cooperative work program
    Work: Part-time job, not school related
    Other activity not listed

    I have not participated in any of the above activities.

13. **Please indicate the sports in which you have participated.** (You may mark up to six sports.)
    - I have not participated in any sports
    a. Archery
    b. Badminton
    c. Baseball
    d. Basketball
    e. Bowling
    f. Boxing
    g. Cross-country
    h. Diving
    i. Fencing
    j. Field hockey
    k. Football
    l. Golf
    m. Gymnastics
    n. Handball

(continued in next column)

o. Horseback riding
p. Ice hockey
q. Lacrosse
r. Paddleball
s. Racquetball
t. Riflery
u. Rowing (crew)
v. Rugby
w. Sailing
x. Skiing
y. Skin diving
z. Soccer
0. Softball
1. Squash
2. Swimming
3. Table tennis
4. Tennis
5. Track and field
6. Volleyball
7. Water polo
8. Wrestling
9. Other

Questions 14 through 19 ask about the kind of college or university you are interested in attending during your first year in college. There are no "right" or "wrong" answers, and you may mark as many preferences as you like. If you do not have an idea about the kind of college or university you'd like to attend, fill in the last oval, "Undecided."

14. **What type(s) of institution are you interested in attending?** (You may mark more than one.)

a. A four-year college or university
b. A two-year community or junior college
c. A vocational/technical school
d. Undecided

15. **Which of the following are you considering?** (You may mark more than one.)

a. A public university, state college, or community college
b. A private university, college, or junior college (not religiously affiliated)
c. A private, religiously affiliated university, college, or junior college
d. Undecided

16. **What size college(s) are you thinking of attending?** (You may mark more than one.)

a. Less than 1,000 students
b. About 1,000 to 5,000 students
c. About 5,000 to 10,000 students
d. About 10,000 to 20,000 students
e. More than 20,000 students
f. Undecided

17. **What college setting(s) do you prefer?** (You may mark more than one.)

a. Large city or metropolitan area
b. Medium-size city
c. Small city or town
d. Suburban community
e. Rural
f. Undecided

18. **Where would you like to go to college?** (You may mark more than one.)

a. Close to home
b. In my home state
c. In a state bordering mine
d. Beyond states bordering mine
e. Outside the United States
f. Undecided

19. **What type(s) of college are you considering?** (You may mark more than one.)

a. All women or all men
b. Coeducational
c. Undecided

20. **What is the highest level of education you plan to complete beyond high school?** (Mark only one.)

a. Specialized training or certificate program
b. Two-year associate of arts or sciences degree (such as AA, AAS, or AS)
c. Bachelor's degree (such as BA or BS)
d. Master's degree (such as MA, MBA, or MS)
e. Doctoral or related degree (such as PhD, JD, MD, DVM)
f. Other
g. Undecided

A list of both general (bold type) and specific majors or areas of study in college is on page 15. Related areas or majors are indicated in parentheses. Although you do not need to know what your "major" in college will be, we would like you to mark the subject area or areas that interest you. In questions 21, 23, 24, 25, and 26 you may indicate the specific or general areas of study that you are considering. *If you have none*, please fill in number 999 (Undecided).

21. **Indicate the major or area of study that is your first choice.** Write in the code number and fill in the appropriate oval under each digit.

22. **How certain are you about your first choice of major or area of study?**

• Very certain
• Fairly certain
• Not certain

23–26. **Indicate up to four other majors or areas of study that interest you.**

27. The College Board sponsors various services and publications to help students and their families plan for college. Occasionally, we may want to notify you of these opportunities. **Would you and your family like to receive announcements about these services and publications?**

• Yes
• No

28. **Is your parent's address the same as your mailing address on this Registration Form?**

• Yes
• No

29. Some colleges allow well-prepared students to skip required introductory courses and take advanced coursework instead. This exemption is sometimes based upon the results of tests such as Advanced Placement Examinations, Achievement Tests, and tests of the College-Level Examination Program. Some colleges give their own placement or "credit by examination" tests. **Mark each subject area in which you plan to apply for advanced placement, credit by examination, or exemption from courses.**

a. Art
b. Biology
c. Chemistry
d. Computer Science
e. English
f. Foreign Languages
g. Humanities
h. Mathematics
i. Music
j. Physics
k. Social Studies
l. I don't plan to apply for exemption from these courses.

30. You may want to receive help outside regular coursework from the college you plan to attend. If so, **indicate each area in which you may want help.**

a. Developing educational plans
b. Developing vocational/career or placement plans
c. Developing better study skills
d. Improving mathematical skills
e. Improving reading skills
f. Improving writing skills
g. I don't plan to ask for help in these areas.

31. Below is a list of typical activities or clubs in which students participate in college. **Mark each activity you may want to take part in while in college.**

a. Art
b. Athletics: Intramural sports
c. Athletics: Varsity sports
d. Community or service organization
e. Cooperative work or internship program
f. Dance
g. Debating or public speaking
h. Departmental organization (club within my major)
i. Drama or theater
j. Environmental or ecology activity
k. Ethnic activity
l. Foreign study or study abroad program
m. Fraternity, sorority, or social club
n. Honors program or independent study
o. Journalism or literary activity
p. Music: Instrumental performance
q. Music: Vocal performance
r. Religious activity
s. Reserve Officers Training Corps (ROTC, AFROTC, or NROTC)
t. Student government

32. **Do you plan to apply for financial aid at any college?**

- Yes
- No
- I don't know.

33. **Do you plan to look for a part-time job while in college?**

- Yes
- No
- I don't know.

34. **Where do you plan to live during your first year in college?**

a. At home
b. On-campus housing
c. Off-campus housing
d. I don't know.

The College Board wants its tests and services to be fair and useful to all candidates. Research based on responses to questions 35 through 37 will help the College Board evaluate and improve its tests and services. Your responses will also be reported to the colleges you specify that accept such information.

35. **How do you describe yourself?** (Mark only one.)

a. American Indian or Alaskan native
b. Asian, Asian American, or Pacific Islander
c. Black or African American

(continued in next column)

Hispanic background:

d. Mexican American or Chicano
e. Puerto Rican
f. Latin American, South American, Central American, or other Hispanic
g. White
h. Other

36. **What language did you learn to speak first?**

a. English only
b. English and another language
c. Another language

37. **What is your citizenship status?**

a. U.S. citizen
b. Alien, refugee, or permanent resident of the U.S.
c. Citizen of another country

38. Colleges are often interested in contacting prospective students about their campus-based religious clubs and offerings. **Please write in the number of your religious preference or affiliation** and fill in the appropriate oval below each digit. If your religious preference or affiliation is not listed, please fill in number 97, "Other."

01 I prefer not to answer.
03 African Methodist Episcopal
05 Anglican
07 Assembly of God
09 Baptist
11 Southern Baptist Convention
13 Buddhism
15 Christian Church (Disciples of Christ)
17 Christian Reformed Church in America
19 Church of the Brethren
21 Church of Christ
23 United Church of Christ
25 Church of Christ, Scientist (Christian Science)
27 Church of God
29 Church of Jesus Christ of Latter-day Saints
31 Church of the Nazarene
33 Episcopal
35 Hinduism
37 Islam
39 Judaism
41 Lutheran Church in America
43 Lutheran Church — Missouri Synod
45 Mennonite
47 Methodist
49 United Methodist
51 Orthodox Eastern churches
53 Pentecostal
55 Presbyterian Church (U.S.A.)
57 Roman Catholic
59 Seventh-day Adventists
61 Society of Friends (Quaker)
63 Unitarian Universalist Association
65 Wesleyan Church
97 Other
99 No preference or affiliation

Your answers to questions 39 through 42 will *not* be included on your score report or on the reports sent to your high school or any colleges. Your answers to these questions may be used for research purposes or reports about groups of students, but only in ways that ensure your privacy.

39. **Please indicate any permanently disabling condition you have.**

a. None
b. Blindness or other noncorrectable visual impairment
c. Deafness or other hearing impairment
d. Paraplegia
e. Learning disability
f. Other neurological or orthopedic impairment
g. Multiple disabilities
h. Other
i. I prefer not to answer.

40. **How do you think you compare with other people your own age in the following three areas of ability?** For each area, fill in the appropriate response.

- Among the highest 10 percent in this area of ability
- Above average in this area
- Average in this area
- Below average in this area

Mathematical ability
Scientific ability
Writing ability

41. **Indicate the highest level of education completed by your father** (or male guardian) **and your mother** (or female guardian) by filling in the appropriate oval in each column. (Mark only one.)

a. Grade school
b. Some high school
c. High school diploma or equivalent
d. Business or trade school
e. Some college
f. Associate or two-year degree
g. Bachelor's or four-year degree
h. Some graduate or professional school
i. Graduate or professional degree

42. **What was the approximate combined income of your parents before taxes last year?** Include taxable and nontaxable income from all sources.

a. Less than $10,000
b. About $10,000 to $15,000
c. About $15,000 to $20,000
d. About $20,000 to $25,000
e. About $25,000 to $30,000
f. About $30,000 to $35,000
g. About $35,000 to $40,000
h. About $40,000 to $50,000
i. About $50,000 to $60,000
j. About $60,000 to $70,000
k. More than $70,000

College Majors by Academic Area of Study

100 Agriculture and Natural Resources
101 Agriculture business
102 Agriculture economics
103 Agriculture and farm management (farming and ranching)
104 Agriculture, forestry, and wildlife technologies
105 Agronomy (field crops and crop management)
106 Animal sciences
107 Conservation
108 Dairy science
109 Equestrian science
110 Fish and wildlife management
111 Food science
112 Forestry
113 Horticulture
114 Natural resources management
115 Ornamental horticulture
116 Preveterinary or veterinary medicine
117 Poultry science
118 Soils sciences

130 Architecture and Environmental Design
131 Architecture
132 Architectural technology
133 City, community, and regional planning and development (*also see* Public Affairs and Services)
134 Environmental design
135 Interior design
136 Landscape architecture
137 Urban design

140 Arts: Visual and Performing (*also see* Education)
141 Applied design (ceramics, weaving, textile design, fashion design, jewelry, metalsmithing, interior decoration, commercial art)
142 Art (painting, drawing, sculpture)
143 Art history and appreciation
144 Cinematography/Film
145 Dance
146 Dramatic arts
147 Graphic arts and industrial design
148 Instrumental music (performance)
149 Music (composition, theory)
150 Music history and appreciation
151 Photography
152 Vocal music (performance)

170 Biological (Life) Sciences (*also see* Science Education *in* Education)
171 Anatomy
172 Bacteriology
173 Biochemistry
174 Biology
175 Biometrics and biostatistics
176 Biophysics
177 Botany
178 Cell biology (cytology, cell physiology)
179 Ecology and environmental science (*also see* Agriculture and Natural Resources)
180 Embryology
181 Entomology
182 Genetics
183 Histology
184 Marine biology
185 Microbiology
186 Molecular biology
187 Neurosciences
188 Nutritional sciences (*also see* Home Economics)
189 Pathology, human and animal
190 Pharmacology, human and animal
191 Physiology, human and animal
192 Plant pathology (*also see* Agriculture and Natural Resources)
193 Plant pharmacology (*also see* Agriculture and Natural Resources)
194 Plant physiology (*also see* Agriculture and Natural Resources)
195 Radiobiology
196 Toxicology
197 Zoology

200 Business and Commerce (*also see* Education)
201 Accounting
202 Advertising (*also see* Communications)
203 Banking and finance
204 Business economics (*also see* Economics in Social Sciences and History)
205 Business management and administration
206 Business statistics
207 Fashion merchandising
208 Hotel/motel and restaurant management (*also see* Home Economics)
209 Insurance and risk management
210 International business
211 Investments and securities
212 Labor and industrial relations
213 Management information systems (*also see* Computer and Information Sciences and Technologies)
214 Marketing
215 Operations research
216 Personnel management
217 Real estate
218 Recreation, tourism, and travel
219 Transportation and commerce

230 Communications (*also see* Languages and Literature *and* Business and Commerce)
251 Advertising
252 Business and technical writing
253 Film
254 Journalism (printed media)
255 Public relations
256 Radio and television (broadcasting)

300 Computer and Information Sciences and Technologies (*also see* Engineering)
301 Computer programming
302 Computer science
303 Data processing
304 Data systems repair
305 Information systems and sciences
306 Microcomputer software
307 Systems analysis

350 Education
351 Adult and continuing education
352 Agricultural education (*also see* Agriculture and Natural Resources)
353 Art education (*also see* Arts: Visual and Performing)
354 Bilingual and bicultural education
355 Business education (*also see* Business and Commerce)
356 Child development and nursery education (*also see* Home Economics *and* Social Sciences and History)
357 Curriculum and instruction
358 Driver and safety education
359 Education of the culturally disadvantaged
360 Education of the deaf and hearing impaired
361 Education of the emotionally handicapped
362 Education of exceptional children
363 Education of the gifted and talented
364 Education of the mentally handicapped
365 Education of the physically handicapped
366 Education of the visually handicapped
367 Educational administration
368 Educational statistics and research
369 Educational testing, evaluation, and measurement
370 Elementary education
371 English education (*also see* Language and Literature)
372 Health education (*also see* Health Professions and Allied Services)
373 Higher education
374 Home economics education (*also see* Home Economics)
375 Industrial arts, vocational/technical education
376 Mathematics education (*also see* Mathematics)
377 Marketing and distributive education (*also see* Business and Commerce)
378 Music education (*also see* Arts: Visual and Performing)
379 Pre-elementary education (kindergarten) (*also see* Social Sciences and History *and* Home Economics)
380 Physical education
381 Reading education (methodology and theory)
382 School psychology (*also see* Social Sciences and History)
383 Science education (*also see* Biological Sciences *and* Physical Sciences)
384 Secondary education
385 Social science education (*also see* Social Sciences and History)
386 Special education
387 Specific learning disabilities
388 Speech and hearing education, therapy
389 Student counseling and personnel services
390 Teaching of English as a foreign language

400 Engineering and Engineering Technologies
401 Aerospace, aeronautical, and astronautical engineering
402 Agricultural engineering (*also see* Agriculture and Natural Resources)
403 Architectural engineering (*also see* Architecture and Environmental Design)
404 Bioengineering and biomedical engineering
405 Ceramic engineering
406 Chemical engineering
407 Civil, construction, and transportation engineering
408 Computer engineering (*also see* Computer and Information Sciences and Technologies)
409 Electrical engineering
410 Engineering and public policy
411 Engineering mechanics
412 Engineering physics
413 Engineering sciences
414 Environmental health engineering
415 Geological engineering
416 Geophysical engineering
417 Industrial engineering
418 Industrial laboratory technology
419 Instrumentation technology
420 Materials engineering
421 Mechanical engineering
422 Mechanical engineering technologies
423 Metallurgical engineering
424 Mining and mineral engineering
425 Naval architecture and marine engineering
426 Nuclear engineering
427 Nuclear technology
428 Ocean engineering
429 Petroleum engineering
430 Plastics technology
431 Surveying and mapping sciences

450 Foreign Languages and Classical Languages
451 African languages (non-Semitic)
452 Arabic
453 Classical languages, general
454 Chinese
455 Foreign languages, multiple emphasis (includes concentration in more than one foreign language without major emphasis in any one language)
456 French
457 German
458 Greek, classical
459 Greek, modern
460 Hebrew
461 Indic languages (including Hindi and Sanskrit)
462 Italian
463 Japanese
464 Korean
465 Latin
466 Modern languages, general
467 Native American languages
468 Portuguese
469 Russian
470 Scandinavian languages
471 Slavic languages (other than Russian)
472 Spanish

490 General and Interdisciplinary Studies
481 General liberal arts and sciences
482 General studies
483 Biological and physical sciences
484 Engineering and other disciplines
485 Humanities and social sciences
486 Women's studies

500 Health Professions and Allied Services
501 Chiropractic (DC or DCM degree)
502 Dental hygiene or assistance
503 Dental laboratory technology
504 Emergency/disaster sciences or technology
505 Environmental health
506 Hospital and health care administration
507 Medical assistant or medical office assistant technologies
508 Medical laboratory technologies
509 Medical records technology and administration
510 Medical social work (medical and psychiatric and specialized rehabilitation services) (*also see* Public Affairs and Services)
511 Nuclear medicine and technologies
512 Nurse anesthetist
513 Nursing
514 Occupational therapy
515 Optometry
516 Osteopathic medicine (DO degree)
517 Pharmacy
518 Physical therapy
519 Physician's assistant
520 Podiatry or podiatric medicine (Pod. D or DP degree)
521 Predentistry - Dentistry (DDS or DMD degree)
522 Premedical - Medical (MD)
523 Preveterinary medicine - Veterinary medicine (DVM degree) (*also see* Agriculture and Natural Resources)
524 Public health
525 Radiologic technologies
526 Radiology and X-ray technology
527 Recreation therapy
528 Speech pathology and audiology (*also see* Education)
529 Sports medicine
530 Surgical technology

550 Home Economics (*also see* Education and Business and Commerce)
601 Child development, care and guidance
602 Clothing and textiles
603 Consumer studies
604 Family relations
605 Foods and nutrition (includes dietetics) (*also see* Agriculture and Natural Resources)
606 Home decoration and home equipment (*also see* Architecture and Environmental Design)
607 Institutional management

620 Language and Literature (*also see* Education)
621 American literature
622 Classics
623 Comparative literature
624 Creative writing
625 English
626 English literature
627 Linguistics (includes phonetics, semantics, and philology)
628 Speech, debate, forensic science (includes rhetoric and public address)

645 Library and Archival Sciences
641 Archival science
642 Library assistant
643 Library science
644 Museum studies

650 Mathematics (*also see* Education)
651 Actuarial sciences (*also see* Business and Commerce)
652 Applied mathematics
653 Mathematical and theoretical statistics

670 Military Sciences
671 Aerospace science (Air Force)
672 Coast Guard science
673 Merchant Marine science
674 Military science (Army)
675 Naval science (Navy, Marines)

690 Philosophy, Religion, and Theology
691 Philosophy
692 Religious education
693 Religious studies
694 Theology and theological professions

700 Physical Sciences
701 Analytical chemistry
702 Astronomy
703 Astrophysics
704 Atmospheric sciences and meteorology
705 Chemistry, general
706 Earth science
707 Geochemistry
708 Geology
709 Geophysics and seismology
710 Inorganic chemistry
711 Metallurgy
712 Molecular physics
713 Nuclear physics
714 Oceanography
715 Organic chemistry
716 Paleontology
717 Planetary science
718 Pharmaceutical chemistry
719 Physical chemistry
720 Physics, general

800 Public Affairs and Services
801 City, community, and regional planning and development (*also see* Architecture and Environmental Design)
802 Community services, general
803 Criminal justice
804 Fire science or protection
805 Funeral services
806 International public service (including foreign service)
807 Law enforcement and corrections
808 Parks and recreation management
809 Public administration
810 Safety administration
811 Social work

850 Social Sciences and History, General (*also see* Public Affairs and Services *and* Education)
851 American history
852 Anthropology
853 Archaeology
854 Child psychology
855 Clinical psychology
856 Criminology
857 Demography
858 Economics (*also see* Business and Commerce)
859 European history
860 Experimental psychology
861 Geography
862 History, general
863 Industrial psychology
864 International relations
865 Political science or government
866 Prelaw - Law (JD degree)
867 Psychology
868 Social psychology
869 Sociology
870 Area and Ethnic Studies
871 African studies
872 American studies
873 American Indian studies
874 Asian studies
875 Black studies
876 Hispanic American studies
877 Islamic studies
878 Jewish studies
879 Latin American studies
880 Mexican American studies
881 Middle Eastern studies
882 Pacific area studies
883 Russian and slavic studies
884 Spanish American studies

950 Technical and Vocational
951 Air transportation technologies
952 Flight attendant
953 Automotive mechanics
954 Aircraft mechanics
955 Construction trades
956 Carpentry and woodworking
957 Cosmetology
958 Culinary arts
959 Drafting/engineering graphics
960 Electronics
961 Heating, air conditioning, and refrigeration
962 Machine tool technology
963 Masonry (brick, cement, stone, etc.)
964 Plumbing, pipefitting, steamfitting
965 Precision metalwork
966 Secretarial studies

999 Undecided

Appendix C

Definitions of Major Field Categories in SCIENCE Tables

Definitions of Major Field Categories in SCIENCE Tables

Major field (as labeled in table)	Included Prior to 1986	Included in 1986
MATH & STATISTICS	mathematics statistics	mathematics actuarial sciences applied mathematics mathematical & theoretical statistics
COMPUTER SCIENCE	computer science & systems analysis computer science systems analysis	computer & information sciences & technologies computer programming computer science information systems & sciences microcomputer software systems analysis
PHYSICAL SCIENCES		
ASTRONOMY	astronomy	astronomy astrophysics planetary sciences
CHEMISTRY	chemistry	analytical chemistry chemistry, general inorganic chemistry organic chemistry physical chemistry
PHYSICS	physics	molecular physics nuclear physics physics, general

(Continued)

Definitions of Major Field Categories in SCIENCE Tables

Major field (as labeled in table)	Included Prior to 1986	Included in 1986
ARCHITECTURE/ENVIRON. ENG.	architecture & environmental design architecture	architecture & environmental design architecture environmental design
ENGINEERING		
AEROSPACE ENGINEERING	aerospace & aeronautical engineering	aerospace, aeronautical, & astronautical engineering
ELECTRICAL ENGINEERING	electrical engineering	electrical engineering
CHEMICAL ENGINEERING	chemical engineering	chemical engineering
MECHANICAL ENGINEERING	mechanical engineering	mechanical engineering
CIVIL ENGINEERING	civil engineering	civil engineering
OTHER ENGINEERING	agricultural engin. architectural engin. ceramic engineering construction & transportation engineering engineering engineering sciences industrial & management engineering materials science	agricultural engineering architectural engineering bioengineering & biomedical engineering ceramic engineering computer engineering engineering mechanics engineering physics engineering sciences environmental health engin.

(Continued)

Definitions of Major Field Categories in SCIENCE Tables

Major field (as labeled in table)	Included Prior to 1986	Included in 1986
OTHER ENGINEERING (Continued)	mining and mineral engineering	geological engineering
	metallurgical engineering	geophysical engineering
	naval architecture & marine engineering	materials engineering
	petroleum engineering	metallurgical engineering
	textile engineering	mining and mineral engineering
	materials science	ocean engineering
		naval architecture & marine en
		nuclear engineering
		petroleum engineering
		industrial engineering
		engineering & engineering technologies
LIFE SCIENCES		
AGRICULTURE	agriculture	agriculture & natural resources
	agriculture economics	agriculture business
	agronomy, field crops	agriculture economics
	animal science	agriculture & farm management
	dairy science	agriculture, forestry & wildlife technologies
	farming, ranching	agronomy
	landscaping	animal sciences
	food science	dairy science
	horticulture	equestrian science
	soil sciences	food science
		horticulture
		ornamental horticulture
		poultry science
		soils science
		landscape architecture

(Continued)

Definitions of Major Field Categories in SCIENCE Tables

Major field (as labeled in table)	Included Prior to 1986	Included in 1986
BIOLOGICAL SCIENCES	biological sciences bacteriology biochemistry biology biophysics botany ecology physiology zoology	biological sciences anatomy bacteriology biochemistry biology biometrics & biostatistics biophysics botany cell biology embryology entomology genetics histology microbiology molecular biology neurosciences nutritional sciences pathology pharmacology physiology plant pathology plant pharmacology plant physiology radiobiology toxicology zoology

(Continued)

Definitions of Major Field Categories in SCIENCE Tables

Major field (as labeled in table)	Included Prior to 1986	Included in 1986
EARTH & ENVIRONMENTAL SCIENCES	earth science geology meteorology oceanography marine biology	atmospheric sciences & meteorology earth science geochemistry geology geophysics & seismology oceanography paleontology ecology & environmental sci. marine biology
PSYCHOLOGY		
CHILD PSYCHOLOGY	child psychology	child psychology
GENERAL PSYCHOLOGY	general psychology psychology experimental psychology	psychology industrial psychology experimental psychology clinical psychology
SOCIAL PSYCHOLOGY	social psychology	social psychology

(Continued)

Definitions of Major Field Categories in SCIENCE Tables

Major field (as labeled in table)	Included Prior to 1986	Included in 1986
SOCIAL SCIENCES		
ECONOMICS	economics	economics
INTERNATIONAL RELATIONS	international relations	international relations
LAW ENFORCEMENT	correction administration law enforcement/police science	criminal justice law enforcement & corrections criminology
POLITICAL SCIENCE	political science	political science or government
SOCIOLOGY	sociology	sociology
OTHER SOCIAL SCIENCES	city planning ethnic studies American Indian studies Black studies Mexican-American studies Spanish-American studies linguistics geography social sciences anthropology fire science foreign service government service/politics industrial relations public administration urban development social work surveying	city, community, & regional planning & development linguistics social work urban design public affairs & services community services, general fire science or protection parks & recreation management international public service public administration safety administration social sciences & history, general anthropology archaeology demography geography area & ethnic studies

(Continued)

Definitions of Major Field Categories in SCIENCE Tables

Major field (as labeled in table)	Included Prior to 1986	Included in 1986
OTHER SOCIAL SCIENCES (Continued)		women's studies African studies American studies American Indian studies Asian studies Black studies Hispanic American studies Islamic studies Jewish studies Latin American studies Mexican American studies Middle Eastern studies Pacific area studies Russian & Slavic studies Spanish American studies surveying & mapping sciences
INTERDISCIPLINARY/ OTHER SCIENCES	physical sciences	physical sciences biological & physical sciences metallurgy

Appendix D

Definitions of Major Field Categories in NON-SCIENCE Tables

Definitions of Major Field Categories in NON-SCIENCE Tables

Major field (as labeled in table)	Included Prior to 1986	Included in 1986
PRE-MEDICINE	pre-medicine	pre-medicine
OTHER HEALTH FIELDS	predentistry/dentistry	predentistry/dentistry
	preveterinary medicine/ veterinary medicine	preveterinary medicine/ veterinary medicine
	nursing, practical	nursing
	nursing, registered	
	physical therapy	physical therapy
	speech therapy	health professions & allied services
	health & medical professions	chiropractic
	dental assisting	dental hygiene or assistance
	dental hygiene	dental laboratory technology
	dental technology	emergency/disaster sciences or technology
	health & safety	environmental health
	laboratory technology	hospital & health care administration
	medical assisting	medical assistant or medical office assistant technology
	medical records librarian	medical laboratory technology
	medical technology	medical records technology & administration
	occupational therapy	medical social work
	optometry	nuclear medicine & technology
	pharmacy	nurse anesthetist
	radiology & xray technology	occupational therapy
		optometry

(Continued)

Definitions of Major Field Categories in NON-SCIENCE Tables

Major field (as labeled in table)	Included Prior to 1986	Included in 1986
OTHER HEALTH FIELDS (Continued)		osteopathic medicine pharmacy pharmaceutical chemistry physician's assistant public health radiologic technology radiology & xray technology recreation therapy speech pathology & audiology sports medicine surgical technology
PRELAW	prelaw/law	prelaw/law
HUMANITIES	art history museum work music history English & literature creative writing English literature	art history & appreciation museum studies music history & appreciation language & literature American literature classics comparative literature creative writing English English literature
	philosophy philosophy & religion ministry religion theology	philosophy philosophy, religion, & theology religious education religious studies theology & theological professions

(Continued)

Definitions of Major Field Categories in NON-SCIENCE Tables

Major field (as labeled in table)	Included Prior to 1986	Included in 1986
HISTORY AND CULTURE	history & cultures American history ancient history area & regional history European history	American history European history history, general
FOREIGN LANGUAGES	French German Spanish foreign languages classical languages Eastern languages interpreting/translating Italian Russian	French German Spanish foreign languages & classical languages African languages Arabic classical languages Chinese Greek, classical Greek, modern Hebrew Indic languages Italian Japanese Korean Latin modern languages native American languages Portuguese Russian Scandinavian languages Slavic languages

(Continued)

Definitions of Major Field Categories in NON-SCIENCE Tables

Major field (as labeled in table)	Included Prior to 1986	Included in 1986
STUDIO & PERFORMING ARTS	art	arts, visual & performing
	commercial art	applied design
	design	art
	fashion design	cinematography/film
	graphic arts	graphic arts & industrial design
	interior decorating	photography
	photography	interior design
	printing	
	studio art	
	theater arts	
	acting	
	dance	dance
	drama	dramatic arts
	music	instrumental music
	music composition & theory	music (composition, theory)
	instrumental music	vocal music
	voice	
COMMUNICATIONS	communications	communications
	film	advertising
	journalism	business & technical writing
	radio & television	film
		journalism
		public relations
		radio & television

(Continued)

Definitions of Major Field Categories in NON-SCIENCE Tables

Major field (as labeled in table)	Included Prior to 1986	Included in 1986
BUSINESS	accounting business management & administration secretarial studies business & commerce advertising court reporting finance & banking hotel & restaurant admin. industrial management marketing personnel work real estate sales & retailing transportation & commerce	accounting business management & administration secretarial studies business & commerce advertising banking & finance business statistics fashion merchandising hotel/motel & restaurant management insurance & risk management international business investments & securities labor & industrial relations management information systems marketing operations research personnel management real estate recreation, tourism, & travel transportation & commerce business economics

(Continued)

Definitions of Major Field Categories in NON-SCIENCE Tables

Major field (as labeled in table)	Included Prior to 1986	Included in 1986
EDUCATION	elementary education	elementary education
	secondary education	secondary education
	education	education
	agricultural education	adult & continuing educ.
	art education	agricultural educatioin
	business education	art education
	child development & nursery education	bilingual & bicultural educ.
	educational administration	business education
	education of exceptional children	child development & nursery ed.
	education of the deaf	curriculum & instruction
	education of the mentally retarded	driver & safety education
	general education	educ. of the culturally disadvantaged
	guidance counseling	educ. of the deaf & hearing impaired
	health education	educ. of the emotionally handicapped
	home economics education	educ. of exceptional children
	industrial arts educ.	educ. of gifted & talented
	music education	educ. of mentally handicapped
	physical education	educ. of physically handicapped
	recreation	educ. of visually handicapped
	speech	education administration
	vocational trade & industrial education	educ. statistics & research
		educ. testing, evaluation, & measurement
		English education
		health education
		home economics educ.

(Continued)

Definitions of Major Field Categories in NON-SCIENCE Tables

Major field (as labeled in table)	Included Prior to 1986	Included in 1986
EDUCATION (Continued)		industrial arts/voc-tech ed. math educ. marketing & distributive ed. music education pre-elementary ed. physical ed. reading ed. school psychology science educ. social science ed. special ed. specific learning disabilities speech & hearing ed/therapy student counseling & personnel services teaching of English as a foreign language
VOCATIONAL FIELDS	home economics clothing & textiles family relations food & nutrition infant & child care institution management data processing air-conditioning engineering engineering aid	home economics child development, care, & guidance clothing & textiles consumer studies family relations foods & nutrition home decoration & home equipment institutional management

(Continued)

Definitions of Major Field Categories in NON-SCIENCE Tables

Major field (as labeled in table)	Included Prior to 1986	Included in 1986
VOCATIONAL FIELDS (Continued)	engineering design	architectural technology
	drafting	data systems repair
	trade & vocational	technical & vocational
	airline hosting	air transportation technology
	automotice maintenance	flight attendant
	aviation maintenance	automotive mechanics
	building construction	aircraft mechanics
	carpentry	construction trades
	cosmetology	carpentry & woodworking
	mortuary service	cosmetology
	industrial laboratory technology	culinary arts
		drafting/engineering graphics
	instrumentation tech.	electronics
	nuclear technology	refrigeration
	plastics technology	machine tool technology
	quality control tech.	masonry
		plumbing, pipe fitting, steam fitting
		precision metal work
OTHER	military science	military science
	air science	aerospace science
	merchant marine	Coast Guard science
	military science--army	merchant marine science
	naval science	military science--army
	college teaching	naval science
	library science	higher education
	forestry/conservation	general & interdisciplinary studies
	other	

(Continued)

Definitions of Major Field Categories in NON-SCIENCE Tables

Major field (as labeled in table)	Included Prior to 1986	Included in 1986
OTHER (Continued)		general liberal arts & sciences general studies engineering & other disciplines humanities & social sciences speech, debate, forensic sci. archival science library assistant library science conservation fish & wildlife management forestry natural resources management